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ABSTRACT

In February 1993, a regional workshop on alternative ways of working with parents, brought together 50 senior officers from both government and nongovernmental organizations from 16 Asian countries. Following the welcoming remarks of Khoo Kim Choo, this report presents the following addresses, presentations, and discussions: (1) "Parent Participation: A Catalyst for Strong Early Childhood Development (ECD) Programs" (Fred Wood); (2) "Parents as Partners in Child Care and Development" (Feny Bautista); (3) "Family-Based Approach To Improve Child Health and Child Development" (Nittaya J. Kotchabhakdi); (4) "Partnership for ECD Action"; (5) "Principles for Action"; (6) "ECD Program Quality," including discussions of the foundations for human learning, elements of program quality, achieving quantity and quality, and gender equity; a description of the Nepal Rotating Home Day Care Model; and suggestions for improvement; (7) "Integration of Non-Primary Caregivers," such as fathers, elderly, youths, and siblings; (8) "Program Context," including discussions of the different needs of different families, the impact of early marriage and parents' time constraints; (9) "Traditional Childrearing," including a presentation on "Traditional Parenting Practice Today" (Kamariah Ismail), discussions of changing behaviors, mass media, and play; and a description of Okinawa Toy and Book Libraries; (10) "ECD Program Impact"; (11) "Lessons and Progress," including a paper on "The Childcare Center Network as a Multiple Strategy for Parent Involvement and Education (Khoo Kim Choo); and (12) the closing remarks of Cyril Dalais. The workshop program and a list of participants are appended. (AC)

Workshop Report

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Child

Survival & Development

Parents as Catalyst:

The Role of Parents in the Development of the Young Child in Asia

February 1 - February 7 1993
NTUC Pasir Ris Resort, Singapore

Organized by

RTRC Asia
Unicef
Save the Children USA

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ACKNOWLEDGEMENTS

The Regional Workshop on **Parents as Catalyst: The Role of Parents in the Development of the Young Child in Asia** brought together 50 senior officers from both government and NGOs from 16 countries. They came ready to learn from one another and to find alternative ways of working with parents. The presentations were lively and participants were challenged to think wholistically and innovatively. The success of the workshop is largely attributed to the deep concern and conviction of participants and the strong spirit of participation throughout the Workshop.

The Workshop culminated in participants clearly indicating that regional support for dissemination of information, discussion of issues, programs, new ideas, as well as training support, are much needed. It was agreed that the step forward is to work collaboratively, building on the synergy of regional and international agencies in supporting the advancement for children and families.

We are grateful to *UNICEF* and *Save the Children (USA)* for co-organising this workshop with *RTRC Asia*. It has been a pleasure and delight to work with both organizations. Special thanks to Cyril Dalais who inspired with his eloquence and commitment to the Young Child in Asia; Fred Wood whose experience in working with disadvantaged children and families in developing countries worldwide adds much to our discussion; and our keynote speakers and presenters for sharing their insights. Most of all, thanks to all our participants who have demonstrated that when government and NGOs collaborate and work together for the development of the young child much more can be achieved.

Finally, thanks to Amy-Jo Reinhold who diligently recorded the workshop proceedings and had the unenviable task of pulling together the 8-day presentations and discussions into this report, and Adeline Tan for designing and typesetting this report.

Country Plans of Action are available separately for those who are interested. Readers who wish to have individual papers that were presented at the Workshop may also write to the RTRC for a copy.

KHOO Kim Choo (Dr)
Director
RTRC Asia

TABLE OF CONTENTS

AN INTRODUCTION

WELCOME

Dr Khoo Kim Choo, Director, RTRC Asia, Singapore 1

OPENING ADDRESS

Parent Participation: A Catalyst for Strong Early Childhood Development (ECD) Programs, *Dr Fred Wood* 3

KEYNOTE ADDRESSES

Parents as Partners in Child Care and Development, *Ms Feny Bautista* 7

Family-based Approach to Improve Child Health and Child Development, *Dr Nittaya J Kotchabhakdi* 15

WORKSHOP PRESENTATIONS AND DISCUSSIONS

Partnership For ECD Action

- Parents As Partners 18
- Other Partners In The Community 19
- Inter-Agency Partnerships 20
- Commitment To ECD Projects 21
- Terms 21

Principles For Action

- Framework Of Discussion 22
- Workshops 23

ECD Program Quality

- Foundations For Human Learning 26
- Elements Of Program Quality 27
  - Health and ECD: The Whole Child 27
  - Training Scheme, Supervision 27
  - Teacher Qualifications and Status 28
  - Community Volunteers, Motivation 29
- Key Program Issues
  - Achieving Quantity and Quality 31
  - Gender, Emphasis on Girls 31
- Example: Nepal Rotating Home Day Care Model 32
  - Suggestions for Improvement 33

Integration Of Non-primary Caregivers

- Fathers 35
- Elderly 35
- Youths — Future Parents 36
- Siblings — Child To Child Approaches 36

Program Context

- Different Families, Different Needs 38

Early Marriage 38
Parents' Time Constraints And Priority Needs 39

TRADITIONAL CHILDREARING

Traditional Parenting Practice Today
Ms Kamariah Ismail 41
Traditional Childrearing, Parents And Program Planning 46
Changing Behaviors 47
Mass Media And Building Awareness 48
PLAY And Changing Attitudes 49
Example: Okinawa Toy And Book Libraries 50

ECD PROGRAM IMPACT

Impacting Policy 52
Research And Information Sharing 55
Monitoring And Evaluation 56

LESSONS AND PROGRESS

The Childcare Center Network as a Multiple Strategy for Parent Involvement and Education
Dr Khoo Kim Choo 57
Singapore Field Visits 65
Lessons Learnt 67
General Conclusions 68

CLOSING ADDRESS

Mr Cyril Dalais, Senior Education Officer, Child Development, UNICEF 69

APPENDIXES

Workshop Program 71
List of Participants 78

GLOSSARY OF ACRONYMS

DPR Korea	Democratic People's Republic of Korea
ECD	Early Childhood Development
IMR	Infant Mortality Rate
NGO	Non-governmental Organization
NTUC	National Trades Union Congress
PTA	Parent Teacher Association
RTRC	Regional Training and Resource Centre in Early Childhood Care and Education for Asia
SC/UK	Save the Children (United Kingdom)
SC/US	Save the Children (United States)
UNICEF	United Nations Children's Fund

An Introduction

Child Survival and Development

Parents as Catalyst: The Role of Parents in the Development of the Young Child in Asia

- The drive for child survival has been an outstanding achievement of the last decade.

  In the developing world, significantly more children survive up to and beyond the first years of life. This has been accomplished through deployment of basic health technologies, delivered frequently through parents.

- Attention must increasingly be given to the quality of life of children in the years before school. This requires a variety of strategies – strengthening the home, improving parenting skills, improving the quality of childcare in its various forms. In all of this, parents and other caregivers must play a key part.

- Parent involvement in different forms of early childhood intervention not only implies direct benefit for children but reciprocal benefit for the parents themselves. Changed attitudes and newly developed skills within the parent/child relationship lead to wider benefits in the parent's wider social and community context.

- In some situations, notably in East Asia, too much attention has been given to the purely cognitive aspects of child development. Parents can devote too much effort to intellectual stimulation of their child. There has to be a greater understanding of the physical and mental health aspects of child development.

The Workshop hoped to:

- Bring together key field staff involved in Early Childhood Development (ECD) programs to explore their experience and activities.
- Undertake a regional inventory of experiences in sustainable, low cost, effective ECD programs.
- Establish networks of contact to enhance regional cooperation.
- Encourage partnership amongst participants and their various colleagues at the national level.
- Assess possibilities for specific project collaboration in ECD.

This Workshop was organized by **RTRC Asia** with **UNICEF** and **Save the Children, USA**.

WELCOME

Dr Khoo Kim Choo, Director of Regional Training and Resource Centre in Early Childhood Care and Education for Asia, Singapore

Friends and Colleagues, it gives me much pleasure to welcome all of you to Singapore and, in particular, to this Workshop. We are very pleased to have participants from 16 countries join us for an exciting week of discussion and deliberation.

The positive effects of parental involvement in young children's development have been borne out over past decades by research. Field workers working with parents have known that all along. Traditionally, the tendency is to rely on health professionals to care for the health of the children, the educationists for the education of children and the mental health professionals to deal with the psychological aspect of the children. In all these instances, parents are told what to do, carry out instructions and provide information to the experts for their diagnosis and treatment. Theirs is a passive role. The relationship is unequal, not a partnership. Perhaps this should not be surprising as in our Asian tradition relationships with authority figures, teachers, "sinseh", chief, have always been unequal. This unequal relationship tends to be accepted by both the authority figures and parents as the way things should be. This has to change.

It is time that we stop compartmentalizing the child and begin to work with her in a holistic manner. This means stronger collaborations among the health, education, social service sectors. It also means working in the context of the child's environment and the people involved who have an impact on her development. This means working **with** parents.

We come from countries that are so diverse economically, culturally, geographically and politically. Yet we are all Asians, with common concern for children and families. We share common values like filial piety, group versus individual interest, and respect for the elderly. These may be manifested in somewhat different ways. There are some things we share that is universal, some things we share as Asians, and some things that are unique to each country alone. From the sharing of our collective experiences, each one of us should be able to advance one step further. We need to keep an open mind and realize that an industrialised country can also learn from the developing country as well as vice versa.

Many countries in Asia are opening up and families will be exposed to different lifestyles and ways of bringing up children through the mass media. Traditional parenting practices prevail in many of our Asian countries, while others have lost much of that tradition. Is there a role for traditional parenting practices in the modern world? Or would all things old have to give way to the new? Are there certain wisdom in some of the old practices? What should we keep

and what should we discard? What new ideas can we introduce and integrate into our existing system that are relevant and acceptable to our people?

Developing competencies

Building from strengths

Empowering

Supporting and nurturing

Educating and involving parents

Prevention and developmental as opposed to reactive and remedial

These are terms we will be encountering throughout this week.

This workshop may offer some answers and solutions to your concern. It may also raise further questions. Let us listen to one another, ponder, discuss the issues at hand and do some serious thinking in terms of strategies and content for working with parents and among agencies.

The workshop is kept deliberately small to facilitate discussion. It is a participatory workshop. You will be chairing, facilitating, rapporteuring, being a resource – in other words, you will be fully participating in this workshop. There will be plenary sessions, workshops, small group discussions and site visits. I am sure we will all be working very hard, all very cerebral. But we have not forgotten the importance of play. Adults need to play as much as children for growth and development. And this, too, we have tried to integrate in the program.

May I take this opportunity to wish all of you a fruitful and enjoyable week of discussion and networking. We hope you will bring home with you new ideas, new friendships and partners in our common pursuit to better the lives of children and parents in Asia. ■

OPENING ADDRESS

Dr Fred Wood, Director of Education and Early Childhood Development, Save the Children/US

Parent Participation: A Catalyst for Strong ECD Programs

Many experiences with Early Childhood Development (ECD) interventions throughout the world have concluded that parental input, participation and investment – community involvement – are essential to the success of the program. Ruth and Yehuda Paz *(Paz, 1988)* assert that:

> Without the empowerment of the community – without the evolvement of patterns of self-help, self-reliance and self-activation; without the development of human resources in and of the community; without the fostering and support of local initiatives; indeed, without the community's assumption of responsibility and control for its own affairs and functioning – without all these, the success of the most well-meaning early childhood program will be partial, at best.

Building upon the motivation of parents, to provide better opportunities for their children, it is possible to operate large-scale, low-cost ECD programs for meeting children's needs. This practice is well developed in Latin America, notably in the "Hogares de Bienestar Infantiles" program in Colombia *(World Bank, 1990)* and in the SEP Initial Education Program in Mexico *(Wood, 1991)*. It is also a growing feature, expressed in different ways, of many ECD programs in East Asia. *(NB: Several case studies to be considered at this conference illustrate this point.)*

As parents focus on their children's developmental needs, community motivation and initiative increases. As is evident in the experience of many literacy programs in Africa and Asia *(Stromquist, 1992)*, a key to successful programs with adult learners is a shared agenda. Dealing with the care and development of young children, an area which is almost universally regarded as being of great importance, is a crucial resource in consolidating and disseminating change. ECD programs can capitalize on the motivation that arises through engaging parents in child care and transfer the new energy generated to broader areas of community development. Thus, mobilizing parents around child development issues serves as a spring board for organizing their efforts and strengths for more general advancement.

ECD and Community Initiative in Developing Countries

Because it is seldom economically possible for governments in developing countries to meet the costs of extensive early childhood initiatives alone,

early childhood development has become a classical area for community responsibility and initiative. Here, the rapid growth of various forms of early childhood service is frequently the result of a combination of efforts and resources between government and organized community groups.

At the grassroots level, community resources are coupled with government willingness to tolerate and indeed support independent action. Several examples illustrate this collaboration: the Colombian national program of "hogares infantiles" calls upon community women, for minimal material reward, to devote a portion of their home to organized child care and asks parents to meet a small charge for this service; the Indian Child Development Service subsidizes the payment of organizers at national minimum rates; and Kenyan parents construct basic preschool facilities, provide school lunches and subsidize a "teacher". These are massive programs affecting millions of children through enlisting parental and community initiative in providing basic ECD services.

In East Asia governments have shown themselves more able and willing to address ECD issues using mainstream budgetary resources. Thus, the mediating role of parents and community members is concerned with enhancing the quality of ECD services rather than the provision of basic facilities. Even in the most economically advanced countries, there are illustrations of this. In Japan, the Okinawa Association of Community Toy and Book Libraries is in fact a grassroots association of parents which seeks to strengthen small-scale, community-based toy and book libraries for preschool children.

In similar fashion, Singapore's alternative child care centers have featured involvement of parents (and older siblings) in toy and book libraries and, very effectively, as story tellers and purveyors of aspects of the traditional culture. In both contexts, the library is an educational facility, and an educational service for preschool children in which parents have a direct part in story telling, drama and children's play.

Vietnamese experience shows the same mediating role in a radically different socioeconomic context. Save the Children/US *(SC/US)* workers in needy villages of Thanh Hoa Province found that the children of a small group of mothers were thriving despite uniformly deprived living circumstances in the area. The cause was discovered to lie in the way that the mothers of these more resilient children drew upon the natural foods present in the local environment to enhance their children's diets. The behaviors of these mothers, including their child rearing approach, could be transferred to the community as a whole and the benefits disseminated more widely.

All of these cases show that the community-based approach to ECD rests not upon the "word" of the alien specialists, but on the organizing and cumulative understanding of local parents who have learned to define their priorities and their responses to these.

Program Characteristics

Achieving an acceptable level of basic services involves both training community people as effective early childhood workers, and training and motivating parents and community groups to organize around ECD issues and activities. Programs in various continents, and even in the economically poorest countries, indicate that early childhood development strategies can play a crucial role in social mobilization reaching across generations for the benefit of all. These programs share several key characteristics:

- children's and adult learning function side by side;
- adult learning ranges from literacy, to health, to organizational issues, to issues related to production and small-scale economic development;
- the degree of intimacy with the community implies a strong cultural component, emphasizing indigenous child-rearing practices, localized working models, mother tongue language learning;
- physical structures are often minimal or non-existent;
- where they do exist, they are a direct contribution of the community and carry no long-term maintenance costs;
- where they do not exist, programs may operate either in homes or in the context of women's groups;
- their operational scope is transgenerational and their focus is transsectoral;
- capacity-building for the adults involved, whether as educators or as organizers, is central, the assumption being that capacity as it develops will transfer to other spheres of community life.

The Promesa program in Colombia illustrates the amplifying effect of community mobilization around ECD activities. Promesa operates in the remote coastal villages of the Choco region of Colombia. It is a classic case of community penetration through early childhood development activities as they lead first to community organization around children's issues and then to comprehensive self-managed community development.

The program began by working with mothers on the design and improvement of their children's educational activities. Through making "educational" games for their preschool children, working with their children in the home context and working with other women to share their experiences in a group context, mothers who had been traditionally convinced that there was little that they could do as individuals to alter their environment developed a new sense of personal competence and achievement.

As this experience of success encouraged further attempts at improving their situations, the whole process gained strength. The mothers became active agents of children's education, including health, nutrition, sanitation, etc. and

added an income generating activity to their agenda, with a goal of strengthening the ability of families to attend to the needs of their children.

Promesa, through its required group involvement and experience sharing, moved relatively quickly into leadership development and replaced the original external organizers with leaders drawn from the women's groups themselves. The new leadership and the strengthened groups eventually confronted other problems in the villages, notably in environmental health and malaria control. Community initiative was fostered and support given to fulfill their priority needs.

A 1990 study outlined the following accomplishments of the PROMESA program:

- Participants' pride, self-confidence and ability to solve problems related to the healthy development of their children has increased. As a result, people are better able to organize themselves in solving other family and community problems;
- Groups have learned to effectively use the physical, human and institutional resources from their own environments;
- Communities have started relating productively to the broader sociopolitical context, both regionally and nationally;
- Participants value more highly existing educational opportunities for their children and themselves. In addition, they mobilize resources to develop new opportunities;
- Participants' children remain in school and perform better;
- Participants have learned to influence the schools so that they respond better to the needs of their children;
- Participants are more self-reliant and efficient in attending to the physical and psychological needs of their children.

A process was established in which the mothers organized, and researched their situation, defining their reality and addressing ways to meet the needs present. They saw that they had a voice and constructive contributions to make and adjusted and expanded the original blueprint of Promesa to meet community priorities.

This and similar programs situated in very poor communities remain infrequent and in general terms are poorly evaluated. While there are various degrees of documentation on any specific program, there are some broad conclusions or principles for action which can be extracted and serve as the basis for further experimentation and innovation. The challenge now is to move this body of experience forward and build a program that will harness community and government energies in meeting the holistic needs of a nation's young children. ■

KEYNOTE ADDRESS

Feny de los Angeles Bautista, Executive Director, Community of Learners Foundation, Research & Curriculum Director, Philippine Children's Television Foundation

Parents as Partners in Child Care and Development

I felt it would be most appropriate to begin this presentation with a short film that seeks to concretize some issues affecting the Filipino family. It is my own context and so I can safely take-off from it. As teacher I have always opted to teach the children and adults I work with in terms of real-life experiences rather than generalizations or theoretical formulations that will not make as much sense to them. Generalizations without a clear context or framework, no matter how impressive will simply not be as relevant and effective.

I believe as I have seen from my own experiences that there are many shared issues and concerns among the families and children we work with in this part of the world. It is evident that this is precisely why gatherings like these are conceived of in the first place.

Families in developing countries share some basic similarities in terms of their economic and social conditions. Everywhere in the developing world there are more families who live in poverty and who must struggle daily to provide for the family's most basic needs especially the children's needs. Everywhere in the developing world continuing access to basic social services is more of an uncertainty rather than a guarantee. There are still more families in this part of the world who must worry on a day to day basis about the certainty of jobs to make sure they will have a decent place to live in, or whether there will be adequate food on the table at least three times a day, or if they can keep their children in school, or provide the necessary health care for the members of the family. The families all of us here are committed to reach and serve share not only the similarities but the sad uncertainties already taken for granted by the few who are wealthy in their own societies or in the highly developed parts of our world.

In a few years more, we will end the twentieth century. There is less to celebrate than there is to mourn for. The numbers speak for themselves: 13 million children still die each year, mostly because of three diseases which can all be prevented or treated by low cost methods. And yet our governments are allocating only 10% of national budgets for meeting the basic needs of our people. A bigger share is still spent on military budgets and debt servicing compared to health and education. Clearly, there is a lack of political will among the governments of the developing world to commit themselves to the cause of the majority of their country's own children. And clearly and

urgently, something must be done without wasting anymore time or international development funds. It has long been established and proven that the adverse effects of malnutrition, poor health care, lack of learning opportunities and neglect in varied forms during the early and formative years of childhood are irreversible and have long-term impact on later life.

At the World Summit for Children in 1990, specific targets for the last decade of this century were set: child malnutrition should be cut in half, major childhood diseases should be controlled, Vitamin A and Iodine deficiencies should be controlled, safe water should be made available to all communities, family planning services should be universally available, and basic education for all children should be provided.

It will be impossible to meet any of these targets without the active participation of parents and other family members who are directly involved in the care and education of children from birth throughout adolescence. The billions of dollars spent for international aid each year will be money wasted if the goals and strategies do not explicitly and clearly address the significant role of parents and family members in every aspect of their children's growth and development.

It is not enough to recognize that parents assume significant roles in their children's lives. Common sense should be enough to help us figure that out. The capacity to meet the family's basic needs on a daily basis depends to a large extent upon the parents. They make decisions that range from the more basic and simple ones such as what kind of food the children will eat or what kind of water they will drink, how they will spend their waking hours to the more complex ones such as will I send my child to school or will my child work to help provide for our daily needs; does this fever mean anything and should I turn to the folk doctor or to the health worker in the health center? From birth to adolescence many decisions are made by parents that are either appropriate or totally inappropriate, conducive to healthy growth and development or possibly damaging, well-informed or well-meaning but uninformed. Growing children especially in the first eight years of childhood still spend most of their waking hours in the company of or at least, supervision, of parents and other caregivers.

This is precisely why it is simply not enough to declare that parents will be involved in programs that will help us all achieve our goals for the world's children within the remaining seven years of this decade. The quality of their involvement must be better defined, certainly beyond a token recognition of their role. Consider this: Can we realistically expect government policies specifically in terms of allocation of resources and the management of funds for international development aid to change immediately and drastically within a three to five year period? If not who are in excellent positions to be mobilized as the human resources behind a viable and effective delivery system for health, nutrition, child care and educational programs for children? Parents. Imagine a world with a severe shortage of development workers and

development funds, who will still be around to care for the children all throughout the years of their infancy, their childhood and their adolescence? Parents.

On two levels we must be able to address and involve parents: first, we must reach out to them as parents of their own children through a variety of parent education programs – on a person-to-person basis, through all forms of mass media which are powerful and cost-effective means, through a variety of government-sponsored programs and NGO or private sector initiatives. These will enable us to address the targets relating to child health and nutrition and work towards optimum child growth and development for our country's children. Second, we must work with them intensively and invest in them so that they can provide the work force that will eventually design, implement and sustain a variety of programs for children and families in their own communities.

Why parents when there are thousands of government health workers, teachers, social workers, community development workers and other NGO field workers who are traditionally viewed as the core of such a delivery system? Because investing in parents to equip them with the necessary foundation in terms of skills, attitudes and the commitment to deliver the basic services needed by the children of their own community will be a cost-effective, sustainable and replicable approach to addressing the issues of child care, development and education.

It will be cost-effective for several reasons:

- developing educational programs for parents who will be involved in implementing early childhood education programs is a direct investment in the community that does not require too many resources to maintain the operations of an entire organization external to the community;

- the educational programs can be implemented in collaboration with other NGOs and government agencies already involved in operating early childhood education or child care programs, thus stretching the target beneficiaries of their programs and projects;

- the ideal process of preparing parents to implement community-based early childhood education programs or infant development programs ideally already involves providing direct services for the children of the community with the close guidance and supervision of the cooperating NGO or government agency or both thereby reaching out to two target groups – children and adults at one time.

There are enough examples of successful programs in different countries of the developing world to turn to for valuable lessons. The information and research base on hand from the past decade alone should be enough to get us all moving beyond pilot programs.

It will be sustainable because parents who are carefully selected and well-prepared are members of the community who are bound to stay where they are as long as they are able to fulfill their goals and provide for their needs. Educational programs that rely heavily on the participation of individuals or organizations from outside the community are bound to be coterminous with the availability of funds. If a parent education program is integrated with a community organizing approach and a livelihood program component is developed to sustain the operations of the community-based early childhood education program, parents will be actively involved in making sure that the program will survive and will flourish. They are the best advocates for their children and their families.

It will be replicable because there are enough government agencies, international development agencies and NGOs committed to programs for children and families who can be mobilized as the network for assisting parents and providing them with the necessary educational programs to prepare them to organize, implement and sustain programs for children. It will be replicable because the approach maximizes the potentials of parents and in every community in every part of the developing world there is surely always at least a handful of parents who can be tapped. A government-sponsored or civic-organization sponsored day care center can close when funds run out. But if it is a parent-run, parent-operated community program, with support from a combination of varied sources there are greater chances of survival even when funds run out. The sense of ownership for the program is critical to insuring its survival.

Investing in parents and involving them as partners – not merely identifying them as target groups or clients or beneficiaries of our programs and projects is critical step to take at this point in time if we intend to succeed and fulfill our goals for the children. For too long, many of our societies have made artificial distinctions between the professionals and the non-professionals, between the experts and the laymen (i.e. "ignorant"). For too long we have been misguided by the erroneous premise that education is delivered by schools and educational systems, health care by health professionals and hospitals, caregiving and provision of basic economic and social needs by families in their homes. But life is certainly not organized like the cubbyholes in a preschool classroom. Especially not our children's lives.

Perhaps I was fortunate enough to have layers of firsthand experiences with real parents in varied contexts. Beyond personal experiences growing up in a closely-knit extended family situation on both sides of my family, my work with parents began with an undergraduate course called "Parent Education" eighteen years ago when I happened to have as a teacher the only instructor of that particular course who required us to design and carry out a parent education program for a group of parents in one of the low-income communities within the university. We spent evenings for three weeks from 6:00 to 8:00 p.m. knocking on doors and inviting ourselves into their homes. We worked hard on handmade invitations and posters, studied hard for the

discussion groups, prepared snacks for the parents. There we were – young, single women who had the nerve to presume we were in a good position to teach parents just because we were students of Family Life and Child Development. That was a positive experience as the three weekend discussion groups we organized were well-attended. I doubt if the content will withstand a critical analysis today – it must have come straight out of our books. But it taught me lasting lessons that have served me well as a teacher, an administrator and eventually as an organizer of groups that would be fully committed to children and families. I learned that parents must first be valued as people and that they too must feel important. They must be reassured that we are on the same side of the fence. They must feel that we are there to learn with them and from them, not to preach to them as "know-it-alls."

For the first seven years of my work as an educator I lived and learned in classrooms with real children who always had at least one real parent. I learned much more about how parents can make a major difference in the quality of a child's growth and development for better or for worse; how a child's attitudes towards people and life experiences, and especially towards learning is profoundly influenced by parental styles, abilities and attitudes. It was easy to see for myself that the children who were most open and responsive to a variety of learning experiences that I tried so hard to design and provide were those whose parents were deeply involved in their lives – those who had parents who played with them, listened to them, and talked with them. They had parents who took a genuine interest in their children for who they were and not as much for who they expected them to be.

I learned early enough in my teaching career that I could never be a "good teacher" and I could never bring out the best in the children I worked with if I did not work as closely as I could possibly work with their parents and also try hard to bring out the best in them as parents. I needed to have them on my side as allies particularly because I was implementing an integrated curriculum that maximized play and other concrete experiences that were not yet as widely accepted at that time in the Philippines. Most of all I needed to mobilize them to get the bigger part of my work done. For example, it was evident to me that I could not pretend to teach a four or five or six year old to begin to read without enlisting the parent's active involvement. Sure I could teach them the individual letter sounds, give them many opportunities to figure out and remember sight words or to draw, paint, cut and paste and write, go out on many field trips five days a week, ten months a year. I could read them anywhere from one to three stories each day as far as my energy and our schedule would allow. But that would never suffice. That could never account for the greater part of their waking hours. Who would be in a better position to make stories a part of their daily ritual or model for them the value of reading by actually reading for their own needs and purposes as adults? Who would be able to send them the strongest and lasting messages about the importance of learning to read and the values of reading throughout a lifetime? Who would be around most of the time to help them decode and understand the meaning of the labels, the signs, the phrases, the sentences?

This also held true for every other aspect of the early childhood curriculum. As I taught children across the ages from one year olds to seven year olds including special children it was evident that my work as a teacher included motivating parents to be their children's own teachers and supporting them every step of the way. It included helping them figure out the best possible way of responding to their children's changing needs. It was clearly not an option. It was a necessity.

Beyond my classroom and the groups of children and parents I worked with as a school administrator, it was immediately evident that parent involvement could not and should not be limited to their payment of tuition fees of PTA activities primarily involving fund-raising projects. The quality of the educational program could only be enhanced if parents understood the educational philosophy of the school, the approaches and teaching strategies. Beyond understanding, they also wanted and needed help to insure continuity between home and school. Ultimately the quality of the educational program in terms of the benefits for the child was significantly enhanced by their involvement. This required investing in staff development programs that helped teachers and teacher-aides work effectively with parents. This was not as simple because many things happen from day to day that sometimes put us in adversarial or competitive positions rather than friendly and cooperative relationships. Of course this also entailed longer hours and more work for everyone especially the staff but the challenge to design more creative forms of parent involvement has been taken up seriously throughout the years. What is most encouraging is that we seem to be succeeding in building dynamic communities of learners where parents learn alongside their children, where teachers and parents learn from one another and from the children.

Beyond the classrooms I worked in as a teacher and schools I worked with as administrator, I have been fortunate to work with parents in such diverse and challenging contexts. They belong to the majority of the population of our country who have less to hope for and to believe in. We have been slowly expanding our small community of learners beyond our school for children into places in the Philippines otherwise disenfranchised by poverty. We have been working with parents and young or elderly community members in economically depressed urban and rural communities. It is in this context that we have learned more lessons about parents and their potentials in terms of assuming greater responsibility for providing for their children's needs in terms of health, nutrition and education. We have worked closely with different groups of parents to prepare them to establish and operate their own community-based infant programs or early childhood education programs. Instead of promising to set up a day care center or a preschool program for their children, we went through the stages of community organizing, designing and implementing parent education programs and then intensive training programs that would assist the parents in establishing their own community-based programs for young children. We are there to facilitate the process of exploring their potentials as learners, as organizers, as teachers, and as leaders.

Along the way there were always many difficulties and sometimes we have difficulty communicating with one another. Sometimes our varied cultures and value systems are conflicting and this surely complicates matters. Sometimes we doubt one another or we disagree about what is best for the children or what is best for the program. Sometimes the demands of our work and our own expectations and the frustrations or difficulties experienced by parents because of poverty and their life conditions can be overwhelming and discouraging. But more often than not we move on, the programs survive, the children thrive somehow. It is not so much to our credit although the commitment of staff members certainly makes a major difference. It is more because of them that these educational programs continue to exist or will surely survive.

That is why these experiences with parents and other family members in different urban and rural communities taught all of us such valuable lessons about trust, respect and faith in human beings. These opportunities to work with parents continue to help us learn about the importance of helping the adults in the communities achieve self-reliance in the same way that we try to foster their children's growing independence through the educational programs for their children. It is a difficult balancing act – combining the approaches that help them feel they have the space to decide for themselves and at the same time guiding them in terms of what is developmentally appropriate for children.

At all times there are opportunities to involve parents so that they can feel a real sense of ownership for whatever forms of children's programs are developed for the children of their community. The goals of the program, the design of the program, the preparations for setting up the children's programs especially scrounging around for resources or creating the necessary materials and structures are shared responsibilities, not solely ours nor solely their own. They are involved from the very beginning and we take pains as often as needed to explain the goals of the programs for the children, help them to fully understand the need for these programs and then invite them to participate every step of the way in whatever form they are comfortable with. That is why the parents become equal partners. It cannot be otherwise.

If we do not attempt to reach out to them where they are, in their own homes and take the time to listen to their own feelings and questions and fears and experiences as parents we will not be able to win their trust and their confidence. If we do not succeed in building mutual trust there will always be a certain distance that is bound to get in our way from day to day as we work with their children and with them. If they feel we are imposing our own beliefs and ideas without listening to their own ideas or seriously consider what they value or believe in, if they feel we do not respect their wisdom gained from experience or tradition they will never feel we respect them as individuals, first of all, and also as parents. They will not feel a sense of ownership for the educational program. Whether they do or not will spell the difference in terms of the quality and the life span of the educational program.

We must work closely with them so that they will truly feel a sense of ownership for the children's programs, a sense of our respect for their learning styles as adults and individual styles as parents, a sense of sharing common aspirations and dreams for their children and especially a sense of power in being able to take the initiative and assume full responsibility for the survival, the growth and optimum development of their own children and their community's children.

Reaching out and building partnerships with parents in collaboration with other groups whether government agencies, development organizations and NGOs will be the first step in this process of working to achieve our goals for the children of today. Exploring a variety of ways of supporting them as parents and involving them in that very process of finding out what works best and why is the second step. Concretizing and sustaining our partnerships by designing and implementing appropriate programs that will enable us to achieve our goals for the children, our families and our communities is the third step. And we must go on and on, back and forth through these steps for as long as there are children and there are parents.

I firmly believe that there will finally be more reasons to celebrate if we all commit ourselves to working with parents as partners and to empower them to be catalysts on behalf of all the world's children, all our children. ■

Philippines — Mother and child

KEYNOTE ADDRESS

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Family-based Approach to Improve Child Health and Child Development

Concept #1: Beyond child survival

Total child development extends beyond survival. Children need to grow up healthy and develop to their fullest potential in order to function as productive members of the society. All aspects of human development are interdependent and should be well balanced. They are:

- Physical
- Cognitive
- Psychosocial
- Spiritual

Implications for programming

1. Take into account the whole child, not only his parts in planning, implementing and evaluating programs.
2. Identify not only his weaknesses and problems but also his strength, potentials and vulnerability in order to make the program more effective and more likely to be sustainable.

Concept #2: Ecology of child development

A child is not living in a vacuum. His well being, growth and developmental outcome all depend on the interaction between his genetic endowment and the dynamically changing environment in which he lives. During infancy and early childhood, in particular, parents are the most important providers of care, food, learning experience, love and comfort. With the changing family and socioeconomic structure, coupled with declined traditional social support systems, considerable number of parents are unable to meet the basic needs of their children. On the other hand, many programs for children have not involved parents and community.

Implication for programming

1. Regard children as members of families and communities.

2. Parents are primary caregivers, teachers and guardians for children. They are naturally and legally responsible for their children's survival, health and development.

3. Empowerment of parents/families to assume more effectively their primary responsibility for their children. Parent education, time sharing job, maternity leave, day care facility, etc.

4. Social mobilization to support families with young children at local and national levels.

5. Families in different situations, i.e. strong, ordinary, at risk or troubled families, need different levels of support and approaches. Families may participate in the benefits of the program, program activities, implementing, monitoring and evaluating or planning programs according to their level of readiness.

6. The quality of early child care and rearing provided by the parent can be affected favorably or unfavorably by positive or negative social environment in which the families live. There are linkages between the antecedent multiple risk factors, counter risk factors and their impact on child survival and development.

Concept #3: Social support and services

1. Comprehensive service includes:
   - Promotional
   - Preventive
   - Curative / remedial
   - Rehabilitative

2. Sectoral, mostly service oriented, vs multisectoral integration, usually child-oriented
   - Health
   - Education
   - Community Development
   - Mass Media
   - Transportation and other facilities
   - Religion
   - Government organizations vs NGO's and business sectors
   - etc.

Implication for programming

1. Comprehensive services are usually more efficient and cost effective in the long run because they prevent potential problems.

2. Psychosocial elements should be combined with biological elements in programming for early childhood survival and development.
3. Intersectoral integration needs careful co-ordination from planning to implementation and evaluation.
4. Decentralization with respect to local needs, input, sociocultural context is essential for compliance and sustainability of the program.
5. Re-orientation of personnel toward better communication skills and respect for the parents' active participation in their child's health care and promotion of child development.

Concept #4: Sensitive periods of "touch-points"

Integrate perspectives of child health and child development with temporal relation in the ecological context. Since life and child development is a continuous process with a series of transitions in between stages, there are times in which intervention is more effective than other times. Biologically, children are vulnerable to external influence both favorable and detrimental. These influences can produce a long term effect.

Implication for programming

1. The earlier the better:

   Low risk group – Health supervision, screening, guidance

   High risk group – Early intervention, social support
2. Identify the "touch-points" for each potential problem, then provide information, facility or other support in timely fashion, i.e. doing the right thing with the right person, at the right time.

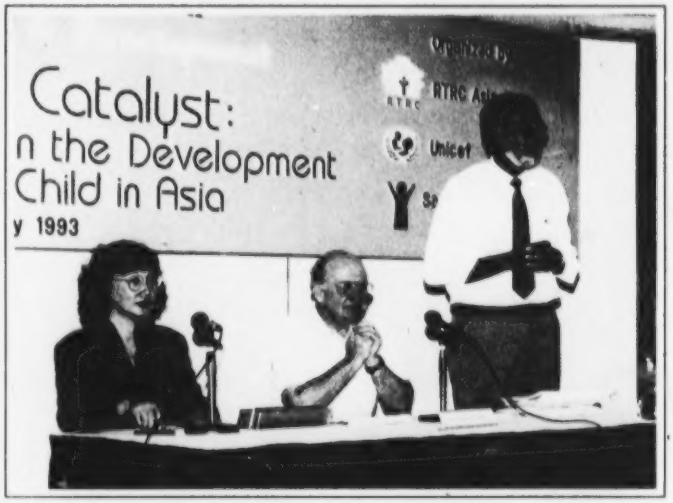
Example:

There are several "touch points" or key periods in a child's development that it is useful to consider in encouraging parent involvement. These are instants in a child's life in which he or she will react *immediately* to a parent's attention and spark both their enthusiasm and understanding.

1. Newborn infants: they are attractive to everyone;
2. 8 – 14 weeks: the baby is not yet discriminating, always smiling. Again, all are attracted to this baby. By 6 – 8 months, the baby discriminates between strangers and if the father is not "known", he will elicit a response as an "unknown": fear, crying, clinging;
3. 1 – 1.5 years: the child is mimicking and playful, role modelling those around him or her.

Programs that work with both parents *and* children and focus upon their interaction together during these key periods can successfully tap the parents' fascination and curiosity, motivating thereby participation and learning about child development. ■

WORKSHOP PRESENTATIONS AND DISCUSSIONS



During the eight days of the workshop, there were many issues discussed and valuable experiences shared. Participants came prepared to present, think collectively and explore elements of their and others' programs to strengthen their capacity and teamwork for effective ECD program planning and implementation. Rather than recreate the discussions and round tables as they occurred, this section deals thematically with the issues that caught group attention and focus and those that were therefore most widely debated and explored.

PARTNERSHIP FOR ECD ACTION

From the beginning of the sessions, the participants were urged to start thinking very seriously about partnerships for action in the realm of ECD, between government, non-government, communities and parents. Partnerships are very important, and there are so many of them. Without mentioning the various links between organizations, institutions, and governments at different levels, consider the following partnerships for action in ECD:

- parents and children
- parents with each other
- children with each other
- parents and other caregivers
- parents and community
- parents and services
- parents and institutions/ governments
- parents and organizations
- parents and academics

Parents As Partners

Parents themselves from the beginning have the power to move. Within these partnerships, parents

can have many roles. Parents share the information between family members. Parents advocate with each other and advocate with policymakers to meet their needs. They can be referents, giving examples of what can be done in the home. Informal sharing or guidebooks done by parents gain relevance as they are produced by peers going through similar experiences. Thus, parents are teachers, talking about learning in a different structure, reconsidering the context and helping them meet their aspirations for their children.

Parents are also consumers, but all too often *passive* consumers of advertisements and services. The goal is to make them *active* consumers. Parents must assume responsibility as important decision makers. We can achieve this by *investing* in that man or woman. Parents may be involved as facilitators in ECD programs from the beginning. There are no set "stages" for involvement. We must give all opportunities for the parents to grow and let them identify how they'll help themselves. Empower a mother so there is less need for her to wait for an outside program, service or mandate to decide what to do. Empowerment is achieved when she no longer depends upon this.

Other Partners In The Community

Where are the possibilities for the other partners in a community? Imams, priests, monks, people with titles such as doctors, etc. all have influence and authority as individuals. They have a network of influence within a community and can often speak on a level, especially with fathers, not attainable to community or extension workers. More generally, it is possible to work with not only these traditional/existing community leaders, but their respective structures, mosques, churches, professional associations, PTAs, etc. This means linking ECD professionals with local leaders, and working to incorporate ECD messages into their agendas.

Examples: In Mali, programs work through Qur'anic teachers and madrasas. Likewise in Bangladesh, family planning messages using Qur'anic sayings are incorporated into a training package for imams. In the Philippines, endorsements by movie stars and popular songs are used to raise public awareness and in Malaysia, women's groups are networking, creating all kinds of "in points" during the times that they are together. The impact of drama is also very strong and in Ghana, a youth street drama on teenage pregnancy done by students jolted the community.

A key question to ask is: *How and with whom are we going to work in ECD when we get back?* Think about existing partnerships explore within each country, take stock and identify new directions. Through this meeting we can know more about how to see a partnership forming and solicit from colleagues ideas, examples and suggestions on what works, what elements are inter-agency, and intersectoral.

Inter-Agency Partnerships

In inter-agency partnerships in a program approach which looks at parents as partners in child care and development, how can the limited coverage of an NGO be made to impact nationally? NGOs reach small numbers but with a significant impact. Thus it is essential to consider mechanisms for collaboration between various partners like governments, UNICEF and NGOs in order to increase the numbers of beneficiaries while maintaining the intensity of impact.

Participants shared their experience of various levels and combinations in partnership. These examples illustrated many degrees of involvement and dedication on the part of various partner agencies.

The process of inter-agency collaboration in Thailand between UNICEF, the various relevant ministries, Save the Children/US and Mahidol University was explained to the group with a caution added: it sounds good and looks wonderful on paper, but it too has its drawbacks. It takes much time to learn from each other and to find the niche that each partner can fill most effectively. But **it is worth it**, else we would all be reinventing the wheel.

In the Philippines, Community of Learners addresses the following quandary: what are the resources with which a government takes a parents as partners approach to the grassroots? Their approach is a principal investment in training: one person working closely with the community. For example, in one community the Community of Learners trainer has organized the parents, who have established a cooperative. Pigraising supports the educational activities. On a separate scale, NGOs undertake training of both local organizations and individuals in order to build up their capacity to provide the services needed and make an impact in their own region. Hence, an NGO trains another and they in turn train 50 individuals in a neighboring region.

In Nepal, government support for ECD is negligible, and SC/US intends to rely upon its well-established nonformal education network to achieve greater impact with its ECD initiative. This network includes 12 NGOs all involved in literacy programming and utilizing second year literacy materials developed by SC/US. SC/US collaborates with the Ministry of Health, but the Ministry of Education and Culture is currently looking very much at primary education. It does support some day care centers with the assistance of UNICEF, but at this time SC's literacy network country-wide seems a more effective route to scale.

In Malaysia, many government departments, including the Ministry for Rural Development are involved in programs addressing needs of children 0 – 2 years. Not many of these include parent education, although there are some developments in that direction. The State Family Welfare Foundation has developed a package for family life education and the Department of Social Welfare Services has a wing for Family and Child Services which plans to

develop more parent/family education. The major priority in Malaysia is now on intra-departmental working.

In China, the All China Women's Federation (ACWF) is an NGO with many sections, one of which is concerned with child protection and development. The Children's Department is concerned mainly with children aged 0 – 3. The network of ACWF exists on four levels: national, provincial, county and village. The system is very effective at exchanging and disseminating information and experience. This has happened very effectively with the lessons learned from the Hebei Province experience. This is an example of less government involvement and an extensive nongovernmental network for ECD programming.

Commitment To ECD Projects

Many participants expressed a wish that governments would give more attention and weight to their work in ECD. Among the spectrum of government support that participants expressed, Korea and DPR Korea shared two very different experiences. The team from Korea told that government disinterest in their home visiting program has blocked dissemination. Until 1990 there was not a specific ministry in charge of ECD. Since 1990, the Ministry of Social Affairs has had this within its scope and has pursued ECD programming via a network of child care centers. It does not plan to implement the home-based approach to parent education that this project has tested and refined, but rather to concentrate upon centers, media and books.

In DPR Korea, government support appears extensive and parents are involved in policymaking as drafts are passed between the grassroots and government, and finally submitted for discussion at Parliament to be adopted as policy, or not. The DPR Korea team explained the Korean tradition of paying attention to and devoting everything to children. Parents often sacrifice much in order to send their children to school and all ask for more allocation of money and resources to children.

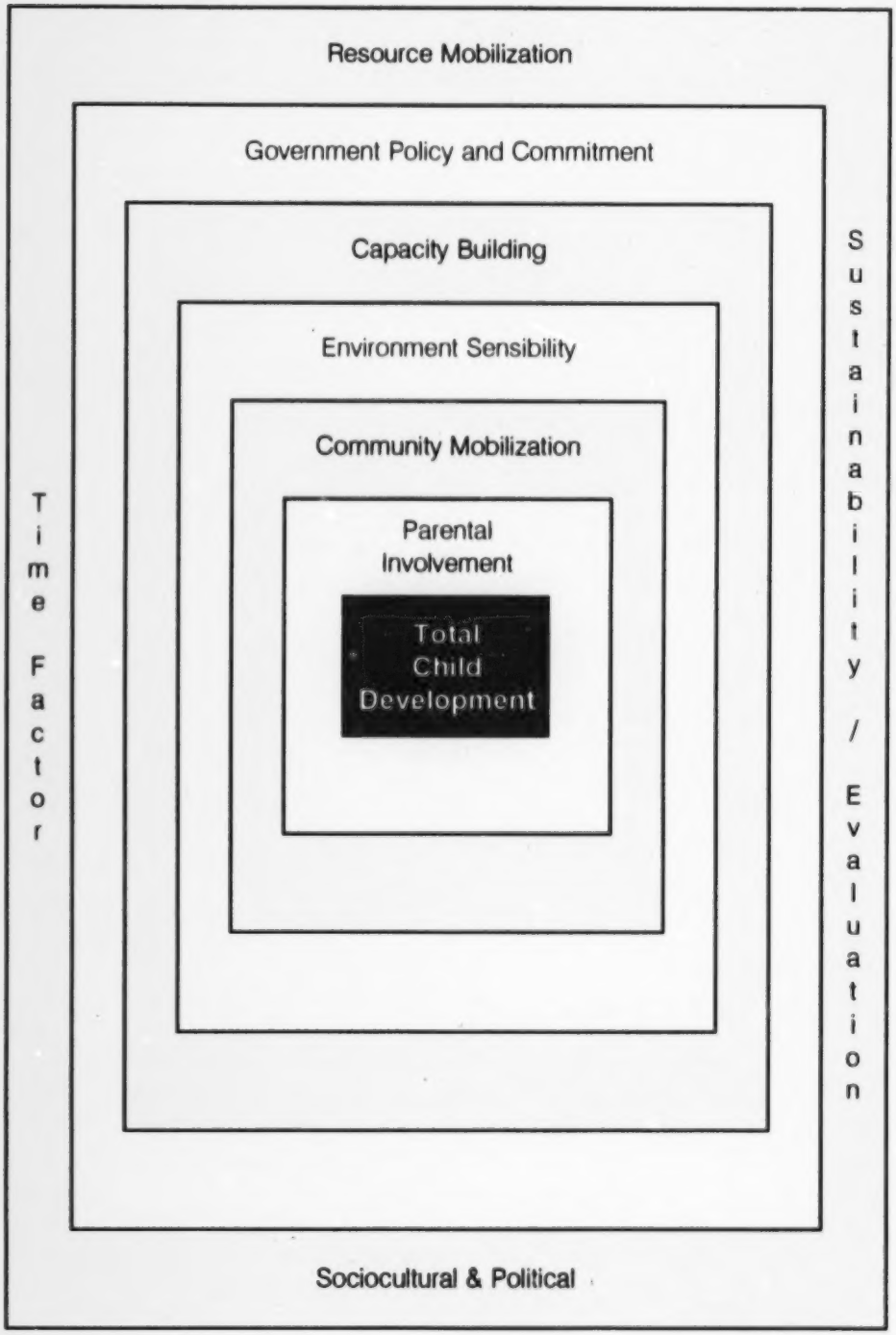
Terms

In these and many other facets of the group discussions, the use of terms, such as "ECD", "program", "development" and "healthy," became an important issue for attention at the workshop and throughout its work. An illustration from the Philippines: a feeding program is associated with bread distribution, and a mental feeding program is associated with education. We need to be clearer about names, assumptions and common definitions. ECD programs are now more integrated, covering physical, social, emotional and cognitive feeding. We must constantly ask ourselves in what context are we using the same terms? What is the agenda for a community? for a nation? And what are our goals for children? for parents?

Principles For Action

Principles for action in ECD programming were discussed within the following framework:

Framework Of Discussion



The following are the reports of each of three groups on general principles and key issues as well as questions raised during these first group discussions.

Workshop A

1. Parents as partners
   - A. How does education of parents affect quality of partnership?
   - B. What is the role of fathers?
   - C. At what stage in a program or approach is/should the parent be involved?

2. Total child development approach
   - A. Can be achieved only if approach is integrated and multisectoral.
   - B. Can be addressed with other educational development approaches by adapting curriculum to include parent education.
   - C. Intergenerational within program targets and beneficiaries.

3. Child in context of family and community
   - A. Community organization defines the strengths and the limitations of an ECD program as well as the ability to address the needs.
   - B. ECD within this context enhances the sense of belongingness for child and others and is self-reinforcing.

4. Human resource training for program implementation and evaluation.
   - A. For whom is the evaluation carried out and how does that affect the level at which it is carried out and the terms of success?

5. Sustainability
   - A. Family-based sustainability.
   - B. Supporting legislation affects funding issues.
   - C. Community support mobilizes to affect sustained communication/ information sharing.

6. Use of indigenous systems, materials, etc.

Workshop B

1. Empowerment of parents
   - A. Parent involvement must begin at very early stages of program and be prevalent throughout the process.

2. Parents are the best provider and educator for the child

3. External inputs to provide support to parents make them better caregivers
   A. Public education to mobilize all in the community to meet children's needs.
   B. Involvement of policy makers and community during planning stage.

4. Mobilize and adjust the input according to existing resources, services, cultural attitudes, skills, etc., as

There is no single formula.

5. Program must be designed to meet all the basic needs of the child and this includes physical, emotional, intellectual, psychosocial and spiritual needs.

Workshop C

1. Program should be based on field need – NOT IMPOSED.

2. Put PEOPLE before structure. Investment in human resources.
   A. Consider parents' time constraints.
   B. Look closely at who are the caregivers.
   C. Use local resources and limit outside inputs.

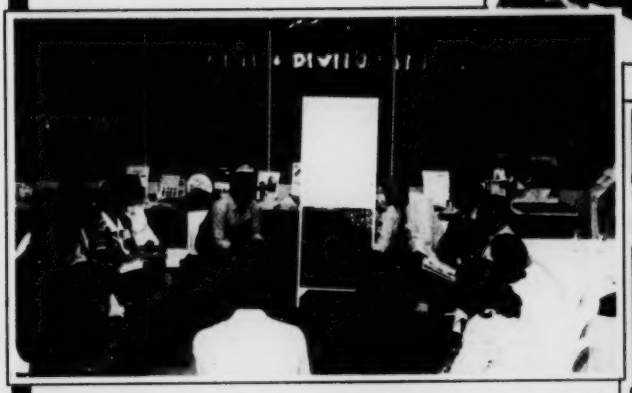
3. MECHANISMS for community/family self-reliance must be in place from the start.

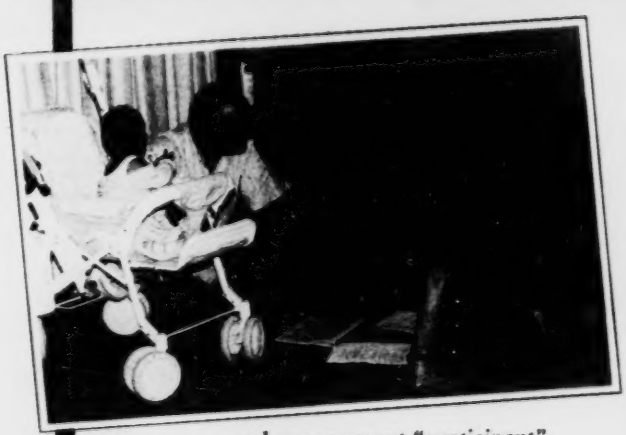
4. When does a program become self-reliant? Sustainability from WHOSE PERSPECTIVE?

5. Whose priorities and time are we discussing – agencies' or parents?

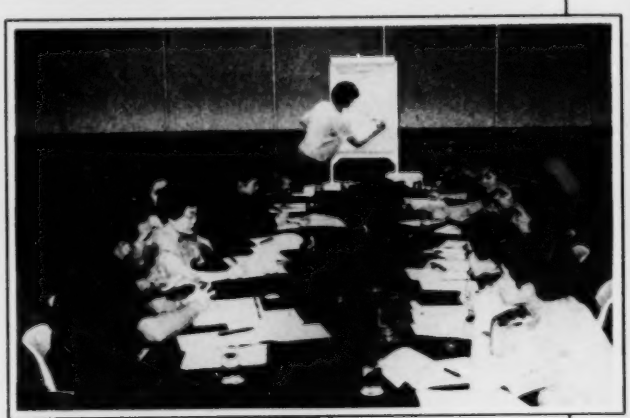
A concern was raised at conclusion of this sharing and feedback session that the group needs to be aware and beware of the gender discrepancy in access to primary education within each country. As this impacts society at all levels, all must be sure not to duplicate this educational failure in planning ECD programs.

Workshop in Action . . .





and our youngest "participant"



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ECD Program Quality

"Foundations for Human Learning", the video by Dr Nittaya Kotchabhakdi and Dr Robert Myers shown at the 1990 *World Conference on Education for All* held in Jomtien, Thailand, was shown to the participants as a point of departure for further discussions. The following considerations and elements impacting program quality emerged:

- The baby is active, not passive;
- The baby interacts with the environment;
- Child to child activities enhance quality of everyday caregiving;
- The potentials of a child vary at different stages of development;
- Learning begins from birth;
- A child can face challenges and the adult gives him the chance;
- Confidence is built in caregiver-child interaction;
- Fathers and grandparents are involved;
- If the mother has too many responsibilities and no support, it is difficult for the mother to function so she ties the baby to a table;
- A child's brain and body grow at different paces. The brain is 25% developed at birth and 90% developed by age 6; the body's development has a slower pace;
- The child is in many places, not just the home;
- An uneducated mother comes to a center to make best of and improve her caregiving;
- The baby interacts with and explores his environment. By using elements of daily life to learn and imitating his mother, he gives his play meaning by exploring and expanding his ability and understanding.

Elements Of Program Quality

Health and ECD: The Whole Child

An important element in ECD program quality is the need to look at the "whole child," considering the physical, emotional, intellectual, psychosocial and spiritual needs, as stated by Workshop B. Health is often seen as a prerequisite for ECD, and programming priorities and limitations very frequently follow these lines of reasoning. A recent study, however, showed that the immunological system was positively affected if the baby had good handling and was in a stimulating environment. Therefore, if the caregiver is attentive, loving and stimulates the child, then this increases immunity and lowers the risk of infection. This study was published in the *New England Journal of Medicine,* 1991.

Additionally, a study presented at the 1991 World Congress of Neurologists held in Montreal pointed to increasing evidence further underlining the need to look at health and ECD in other than the traditional linear fashion in which physical requirements precede all others. Examples cited in materials presented here included the positive impact of traditional massage on Indian children, even as they lived in a poor hygienic situation as compared to the negative effect of lack of handling and adequate attention and affection that children received in a very hygienic orphanage. In the orphanage children died of non-fatal diseases while the Indian children survived much "worse" conditions when viewed from a solely physical health and environmental standpoint. Thus, we cannot prioritize food needs or physical needs outside of the total child concept, we need to see them in the same picture.

This and similar evidence points to a need to reconsider ECD programs approaches focussing upon the interaction between physical health and cognitive, social, emotional and spiritual aspects of child development which converge to benefit the child. Those participants with experience in this type of approach warned:

> ***No matter how many times you change your curriculum to address a specific sector, if you're not looking at the whole child, you're not going to have all the impact you could.***

Training Scheme, Supervision

In training, be conscious of starting with where your people are at, even though it is much, much below your expectations. ***Training is phased, and planned, not magic.***

In Bangladesh, Concern, an experienced international NGO will serve as the "master trainer" in UNICEF's ECD training scheme. Ten to 15 local NGOs will

implement the program. The following approach was suggested by the participants: do a basic training first and establish close contact between the supervisor and the teachers. After a month of implementation, get feedback on what they learned through practice and application of the ideas in the training. Listen to "what worked" and use it to enhance training support.

Training to build up capacity is often possible, but it is the **commitment** to back it that is key to developing sustainability and professionalism. The Singapore experience is that you can train anyone to do anything, but without commitment, it doesn't matter. One example came from the manager of the Tiong Bahru Family Service Center. She left a more lucrative marketing career because she felt "more important" in this job. Her commitment and interest affects both her retention and use of training both in her position and in how she trains others.

Teacher Qualifications and Status

Thailand — Culture in a day-care setting

The selection criteria for teachers and the status that they have in a community also affect ECD program quality. How does a program address status in the continuum of ECD – primary – secondary? Will the teachers involved in ECD programs be considered "second grade" academics? How does status and compensation relative to the local market rates affect retention of trained teachers?

In Bangladesh, there is much competition, even on the nonformal side. The practice is to consider those with an eighth grade pass eligible for teacher slots, and those with school final pass for supervisor positions, with an emphasis upon hiring women and teachers from the same community. But supporting learning through play in an ECD program is a special job considered more difficult perhaps than primary school teaching. Salaries are too low and have negative effects upon teacher status and the likelihood of trained teachers remaining in these positions over the long term. Similarly, in Laos, kindergarten teachers have no money, no status and no time. They are single women. The lack of a clear career development path further limits the attractiveness of such positions. This set of factors which negatively impact the quality of caregiving in programs for young children exists in many countries, including the United States.

In DPR Korea, however, the status of such teachers is high as the importance of education is commonly recognized. Teacher qualification standards are met with in service training courses, correspondence courses and an exam to pass for certification. The salary is higher than "other jobs" and kindergarten and primary school teachers get a special bonus after 20 years of service.

In Singapore, it is believed that the quality of the curriculum depends upon the quality of the teachers. Within National Trades Union Congress' ECD programs, the motto is: "We really care" – for children, for families and also *for ourselves*. These programs highlight training and teamwork and parents are essential for consistency and continuity. Teamwork is part of the national values which are promoted through the daily work of NTUC's centers and it is encouraged through the initial orientation of new staff, through shared projects and regular team meetings.

Community Volunteers, Motivation

One clear factor affecting program planning and quality is the sustainability of volunteers. But what mechanisms will ensure their continued participation? How will it expand? And how do you promote them? Compensate them? In planning, the predictability and constancy of community member participation affects many decisions on the training of paraprofessionals, approaches to building up community capacity and the intensity of supervision necessary over time. Often, there is no money to give them as incentives, but training can be a key motivator. Further issues, ideas and success stories from the group were shared.

In the Thailand experience, talks undertaken at the village level emphasized the fact that only the community members can help in their own future. These discussions revealed "natural leaders". Going into the village as a team promotes cooperation among sectors at the local level in improving the lives of their children. Some are "more interested" to improve the status of children and react more readily than other community members.

Volunteers have constraints, they are often wearing many hats and are part of farmers' groups, health communicators, etc. They must adjust their time. Program planners must identify the minimum needs of a program, making the load as small as possible and be sure not to overburden the volunteer.

In Malaysia, the volunteers are paid. NGOs have a problem bringing voluntary involvement when people are money focused and don't have time. A similar story was told of Bangladesh: if the "social workers" are not paid any money, they will not have a sense of responsibility for anything and may not show up as they are not bound in any way.

A program in the Philippines has made it possible for the poor, who may not have time to volunteer and are worried to earn money, to volunteer while they work. This was done by training them to volunteer as they sell goods or go about their other daily income earning activities. For example, a vendor that goes into homes and has an eye open for how children are being cared for can educate the parent on some aspect of healthy child development, or a street vendor equipped with knowledge and pamphlets can talk with men in coffee shops during breaks from working.

Examples of motivation given were seed money that allowed health volunteers to set up a community drug store, and medical equipment replacing a small stipend for community health volunteers in Nepal. Another reward can be the opportunity to expand technical cooperation outside the volunteer's own village, thus the individual becomes a teacher/leader and has the opportunity to leave his/her immediate village. And in Bangladesh, the government has a program to organize volunteers, recognizing them with Prime Minister's certificate, media fanfare and sending the best abroad for training. This, it is hoped, will generate interest in community service.

As suggested above, receipt of recognition is also a key factor among the positive benefits of volunteering. The intrinsic motivation is the good feeling of helping, the "psychic income", and the external reward is recognition. In the Singapore experience, forms of recognition for their services are a reward for volunteers, these include an official day for volunteers and a certificate of achievement, birthday cards and informing employers of the civic responsibility of their employee. Among the lessons they've learned is: *don't just think of using the volunteers, give them something in return.*

This in their experience makes recruitment a very serious exercise. It is important to think of what you want them to do, what you'll put into it and hope to get out of it as well as what they'll put in and get out, and to express expectations from the start, so they don't come and go as they wish. At the Tiong Bahru Family Service Center, they go as far as to sign a contract with each volunteer, systematically matching volunteers to the work they'll be doing.

The Singapore system and high level of voluntarism are fairly recent phenomena. It may be difficult to replicate, but we can certainly learn from it. It was catalyzed by a government embarrassed to find that most of the volunteer work in Singapore was being done by expatriates. They called for *collaboration,* and mobilized corporations and trade unions involved in specific projects and services. The government encourages with incentives mentioned above, and agencies have regular training programs in which the volunteers learn and grow. That they transfer that growth to their own families, provides another channel of ECD impact.

In the discussion of recognition and reward, there was a tendency to underestimate what the child does for the caregiver, and how that interaction enlivens and enriches both of their lives, by affecting confidence, self-esteem and healthy development.

Key Program Issues

Achieving Quantity *and* Quality

Even in the case of successful ECD projects, very few programs have moved to scale, covering a vastly larger number of beneficiaries than the original project was designed to embrace. Solutions to organizational, administrative, financial and management issues that correspond to increased rates of coverage have not been documented in the past, leaving several countries, including many in this region, to "invent its own wheel".

In Laos, as in many other countries, the primary question that the government faces now in placing utmost importance on creating a positive environment for good child development is how to effectively achieve quantity with quality programs. This is true too of the Korean Institute for Research in the Behavioral Sciences that has fine-tuned an intensive home visiting parent education program and now faces issues of how to apply their approach to benefit a larger population.

DPR Korea is an encouraging success story, but they do face some difficulties in maintaining program quality. As society develops, so the demands of the people develop and change. The government needs to continually upgrade the materials and retrain the teachers to address service quality and to constantly train new teachers to fill the posts of teachers who drop out when they marry. "There is much to be done in giving the big attention to children."

In China, the issue of going from achieving quantity to ensuring quality was pursued via program "enrichment" in terms of how needs are being met in a few spots. An evaluation was done with an aim of rethinking how the community at large should meet its needs. China is inviting international colleagues to help take a hard look at what has been accomplished in these few spots and is enlisting external aid in enriching its national program with lessons learnt while continuing to move ahead.

China — Preschool Program

Gender, Emphasis on Girls

Gender attitudes are picked up at a young age through children's imitation of adults and internalization of the behaviors learned. How and should we address this at a young age in ECD programs? Why the emphasis upon girl's schooling? As a participant from Bangladesh explained, "Women are not coming up to the level of men, and having half backward and half moving ahead is not a good balance" (for national progress). As with the young girl child taking care of younger siblings, she is needed to fill this function, but it limits her access to play and developmental opportunities from a very early age. One option for addressing the lack of educational opportunity she

experiences due to such responsibilities is to initiate "positive discrimination" as early as possible.

Mali participants spoke up in favor of positive discrimination, believing that affirmative action would send a message to parents. Addressing the needs of all children as Save the Children/US in Mali, they work with all kids, not discriminating. But they have stated that 50% girls is the program enrollment objective and this has sent a message to both the parents and other organizations. But program planners as well need to be thinking in different ways to affect both of these children – the young girl caregiver and her younger sibling – in successfully enriching child development interaction.

Example: Nepal Rotating Home Day Care Model

The home-based rotating day care model presented by Nepal was discussed in detail and participants made various suggestions for improving its quality and impact.

The women's groups currently involved in this program evolved out of Save the Children's nonformal education program. The literacy class participants are 95% women. They are participating in production and savings groups, running community activities, a credit program and enacting rules. Some even demonstrate against the men for drinking and wasting time. In several different villages, groups of children played under a corner of the shelter built for literacy group meetings while their mothers gathered for classes and learned to read.

The women, like in many communities of Nepal, are essentially single, as their husbands are away working. They leave their 2 or 3 children alone while they work in the fields. Save the Children/US staff undertook a needs assessment and found many children were left in the villages alone with no one responsible for them. The staff spoke to the women about setting up a system rotating home-based child care among themselves and they were very interested and gathered ideas from many sources: books, SC's Education Unit and a visit to Redd Barna sites.

Redd Barna does support child care activities in a neighboring district of Nepal to the one in which SC/US works. As they continue to pay teachers' salaries, however, the model is not sustainable. SC/US has had this experience as well, in Deurali, Gorkha District, where the community did not feel a sense of ownership and responsibility for inputs to the child care that SC/US supported there, leaving the organization to face large recurring costs. This time SC/US aims to be more cautious and ensure community participation and ownership.

To start their program, seven women organized to build a shelter, a kitchen and a pit latrine. Then they began rotating, each mother watching and feeding the children of all seven one day a week. After two months, SC/US supported

a local NGO, Seto Gurans, to help them develop materials and learn how to use them in playing with their children in a developmental way. Today, one year later, their neighbors are going to start such a system. And in the new districts of Nepal in which SC/US is starting work, health and parenting education will be integrated from the very start. The baseline data already collected includes ECD issues and the SC/US office is developing strategies now.

Are there any plans to impact national policy? There is much discussion about ECD by the Ministry of Education and Culture and UNICEF. Other agencies are pushing as well and it will most likely fall to this ministry to be responsible for ECD in the future. SC/US has devised the second year curriculum for literacy in Nepal and works with 12 other NGOs in Nepal implementing literacy programs, all of whom use these materials. Further program developments include a baby book and other materials to link parents' new ability to read with their children's progress in primary school.

Save the Children/UK is working in cooperation with the Ministry of Health, but the absence of a government department responsible for ECD encourages NGOs and others to think in a fragmented way. The examples shared by Thailand and the Philippines during this workshop show that it is possible to move to a point at which government must respond to the need for an integrated approach.

Suggestions for Improvement from Colleagues

1. There is a similar program in Pokhara. It is important that organizations coordinate their efforts in these communities to avoid reinventing the wheel in different parts of Nepal.
2. As a program moves into the education sector some authority should be given to the primary school teachers to help NGOs on ECD projects. Training for teachers on ECD would be beneficial to the community and would enhance the importance of ECD in the communities.
3. Is there any "child to child" program in the primary school? It may be useful to duplicate the Thai experience, building a link with the Ministry of Education and Culture and influencing the primary school curriculum. In Nepal, this appears very difficult as the Ministry is very far from where these communities are located.
4. Gathering a group of children in not very sanitary conditions creates much more opportunity for contamination and spread of disease. Child health, nutrition and sanitation issues should be included in training. It was mentioned that this is an area in which SC/UK has much regional and national experience. Perhaps they can work with SC/US on this programming aspect.
5. A good curriculum has been developed for use with the handicapped in Nepal and could be useful to getting many members of the community involved in meeting the needs of all children.

Integration Of Non-Primary Caregivers

Mothers, fathers, grandparents, siblings, youth and other caregivers – the child is set on track in the expanded vision by the entire partnership in action.

- the CHILD as an active partner
- the PARENTS as the first (maybe only) educators
- the FAMILY, the HOME as the primary learning environment
- the COMMUNITY as a source of support to CHILD, PARENTS AND FAMILY

Many family and community members impact a child's healthy development. In supportive programs it is necessary to consider many groups of caregivers and their needs and responsibilities in order to design attractive opportunities for program participation. Depending on the context, this larger group can include fathers, grandparents, youth, siblings, neighbors, surrogates, etc.

In DPR Korea, national meetings include all caregivers. At the conference, experiences are discussed and reported and a book is created for distribution. This way other caregivers can follow the examples. Anyone can be selected to participate by the province, as the criterion for selection is one who is excellent in child rearing. Those distinguished are rewarded national decoration.

For situations in which it is difficult to involve fathers or others in an activity, there are several "touch points" or key periods in a child's development that it is useful to consider. These are instants in a child's life in which he or she will react *immediately* to a caregiver's attention and buoy thereby the caregiver's enthusiasm and understanding.

1. Newborn infants: they are attractive to everyone;
2. 8 – 14 weeks: the baby is not yet discriminating, always smiling. Again, all are attracted to this baby. By 6 – 8 months, the baby discriminates between strangers and if the father is not "known", he will elicit a response as an "unknown": fear, crying, clinging;
3. 1 – 1.5 years: the child is mimicking and playful, role modelling those around him or her.

Programs that target caregivers and children to work, learn and interact together during these key periods can successfully tap the caregivers' fascination and curiosity, motivating thereby participation and learning about child development.

Fathers

Is there no need to talk about empowering men, especially in reference to parenting? Men are given the impression that their role is just to earn money. Their importance as informed, attentive fathers needs buoying. This role and its reinforcement is very important to remember in the "parent package", and trainers and educators should avoid working with one parent to the exclusion of the other, waiting until the mothers are "done" to encourage the fathers' participation.

Does anyone have strategies to bring in fathers? What of men in the Japan program? They are trying to involve them but they have very little free time. Why don't men attend ECD activities? Often it is because of their jobs, or the view that it's a woman's work. Ask them: when are you free, can't you give one hour on Saturday? Ask them: don't you like cuddling and hugging and doing something for your children?

Other strategies are to harness other men, be they peers or elders, to advocate that fathers participate. Or to encourage mothers to share what they learned in parent education sessions with the father during her free time with him. Redd Barna in Nepal is trying to motivate fathers via coordination with local celebrations and rites. And in Bangkok, the Foundation of Slums has a program which takes the entire family out of its daily environment for a weekend and the father has time to see what his children are doing and the family does recreational activities together. This addresses the needs of the family as a whole, as healthy child development involves the whole family.

Elderly

The extended family is a big help in supporting child development, especially for working parents. What work is done with elderly people and how can they be involved in ECD projects? They would seem to play an important role in helping children adapt education to local culture. Often they would like to do something good for the community. In Thailand, they are brought into the program with a three day training session in ECD done when it can fit their schedules. The fundamental thing is to respect them. The interaction between them and the children that they are responsible for is what keeps them going. We often underestimate what the child does for the caregiver.

Concerns:

- How do you define grandparents when so many "overfifties" are still working;

- After 60 there are often many issues of confidence that they'll be adequate caregivers;
- Possible problems of communication (language-based and otherwise);
- If we give up on supporting and educating parents, then we help them escape parenting by giving the child to the grandparents.

Youths — Future Parents

What are youths' attitudes toward future parenting? Maybe it is unwise to put all this effort into parents today and it would be better to invest in getting youth geared up for parenting. Functional literacy with a "life skills" content which includes ECD information for 12 - 30 year olds could get the young, post-puberty adults to rethink fathering, mothering, and responsible parenting. Functional thus covers not only how to see the field, but how to see the kid.

Two examples of youth programs in which parenting is an integrated subject of study are from Trinidad and the US. In Trinidad, the SERVOL Vocational Education Program insists upon including day care. Girls and boys doing metalwork, carpentry, etc., must spend time in the day care center. You see mechanics holding babies and powdering bottoms. This makes an impact when they're 15 or 16 years old.

As teenage parents become more common in the US, Alternative High Schools have set up day care centers in their facilities and the students bring their children with them to the school. They are cared for while their parents are able to continue their classes, additionally spending part of the daily courses working in the center with the children.

Siblings — Child To Child Approaches

Child to Child activities, whether pursued via the primary schools and work with 5th and 6th grade students or in more informal settings and groups, are not such a new idea. Indeed the approach has been used fairly extensively in health applications. For ECD programming, there are many forms of working with older children to develop and utilize their understanding of how they can support and help the younger children develop. These activities, when pursued with groups of school children also establish an essential link between school and home as the children take care of each other.

Program Context

Curriculum and content in varied contexts was a common theme, with participants inquiring how programs responded sensitively to diverse geographic and cultural factors. How does Malaysia "package" its family life education given the multi-cultural nature of its society? Malaysia is trying to focus the package on basic human development issues and concentrate on the *similarities* rather than the differences between groups.

Centers in DPR Korea's nationwide system are based in farms, factories, islands, rural and urban areas. The curriculum is the same nationwide. It is made by researchers of the state ECD program and state-approved. The types of ECD toys and materials used may be different according to the area's condition, but the authorities are trying to lessen inequity between urban and rural areas. The difference between farm or factory or community centers is only in who assumes financial responsibility. Cooperatives do not have a government-supported program or center, but what they establish is subsidized by the government in order to equalize children's services.

General agreement was reached that there has to be a locally sensitive curriculum. It helps to see the songs, rhymes and stories of the area. This was done in the southern Philippines. Likewise in Malaysia, local songs are recorded and used to enrich the curriculum and as well as the training programs. Natural items available in the local environment should be used as in Thailand to make the best use of scarce resources and help children understand the possible toys and lessons all around them. There is no contradiction between a national-level curriculum framework and local initiatives. Indeed, national goals can encourage, rather than constrain, culturally enriched community programs. What is needed is clarity about who should do what at different levels.

A central part of programming should be the development of a locally enriched curriculum which recognizes and promotes the cultural milieu. It must also acknowledge and address aspects of the larger national and social context. In this, Singapore has focussed upon two questions:

1. How aware are we of the consequences of a fast developing economy? and
2. How aware are we of families not being prepared for coping with the realities of a take off period?

In Singapore, as in many South East Asian countries, social fallout, family breakdown, crime, drugs, prostitution, divorce are among the "prices" being paid for a fast developing economy. As these things happen, what can we do to offer support to families in adequately meeting child rearing responsibilities and child development needs? An effective answer for Singapore has been parent education. It has a big impact on delinquency by establishing good communication and contact, making an essential link between parent and child.

Different Families, Different Needs

We are discussing the family as an ideal, but there is an emerging reality which needs our attention, single parents. In many countries, they are increasing in number. In addition, there are increasing numbers of working parents having difficulties meeting child care responsibilities. Effective planning in such contexts can require several key considerations, such as: When women emigrate, are children left with the "single" father or a grandparent? When men go to the urban areas, are children left with the "single" mother. When parents are working, what do they do with the children? Is day care the only way to support them? Is there a way to support them so that they have more quality time with their children?

We must think carefully before we advocate a single factor or a single solution. The family remains an ideal place for a child to grow up, but both center and home can be rewarding to the child. Day care center support must be provided at a certain standard. Studies done with child care children show that healthy development depends upon a loving, stimulating environment, meaning it is the quality of care in the home and the quality of care in the center. Well-trained, loving teachers reflecting the cultural values of the society support healthy development.

Day care is thus, complimentary to and not a substitute for the family. Quality is the key element in the relationship between home-base and center-base and achieving constancy in care. The essential connection is the involvement of parents in the center, making a deliberate connection between home and center, keeping the two from being wholly separate entities. What is the mechanism for parent involvement? Parents might first be drawn in by participating in upgrading the facilities. Childcare workers often do not know how to relate to parents and the two parties end in blaming each other for what is wrong with a child. We need to help them learn to work with parents. Let day care workers participate in empowering parents. This implies training for childcare workers. A similar movement is afoot in the medical profession, working on effective "bedside manner".

Early Marriage

ECD program planning in the context of girls' early marriage introduces a duality of needs as it is both the development of the child *and* the mother, who is also still a child. In Nepal and Bangladesh there is a government advocacy and education package concerned with the "ills" of early marriage. One such issue is the known danger of the first birth if the mother is under the age of 24. In Bangladesh, there is a forum for gathering the forces of agencies in addressing needs and issues pertinent to adolescent girls. Their widespread use of these materials and fora is aimed at changing the traditional behavior.

When we look at marriage, we must also look at the families' reasons for marrying them off. This must be done before we try to change it. A recent study in the Philippines showed that it's not early marriage but teenage pregnancy that is the problem, whereas the context of Bangladesh would show otherwise, as the difficulties and stress a young married girl faces have much to do with her in-laws' scrutiny. Such contextual facts affect program planning and educational messages alike.

In Jordan, exposure to Save the Children/US staff and empowerment through programs has had the effect of changing early marriage as the girls speak up and refuse a suitor selected by the family. Likewise in Nepal, literacy students and women's group members begin to disagree with their parents. Speaking up, however, is much more noticeable among single women still in their own parents' homes. It becomes much more difficult for daughters in law. Early marriage has been a part of girls' lives and the lives of their communities from Laos to Nepal to Jordan forever. In ECD programs, maybe we should focus upon and address the issues that make up a part of their lives – what they must confront as young mothers – instead of trying to change them.

Young mothers, late mothers – there are so many scenarios, and the social trend must be repeatedly analyzed to adequately meet shifting needs. Parents repeatedly ask, "What is the best school for my child?" There is no one best school – each parent has to find that match between school and family, not just between school and child. *Look for a match between what we need, what people are comfortable with and what we can afford.*

We are predisposed to looking at packages. THERE IS NO ONE RIGHT ANSWER! There could be an appropriate process that begins with an assessment of our needs and culture. But there is a lack of successful examples. We should be more critical and examine these in light of our situation. - Feny Bautista

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Parents' Time Constraints And Priority Needs

Parent education when parents don't always have time was of concern as regards motivation, participation and especially mobilization. The group shared several experiences and pointers for sensitizing parents who say they don't have time for training and don't have time for education.

A woman in the Philippines with many children says she doesn't have time. "Life as a field worker isn't complete if you haven't had this experience," shared a member of the SC/US field staff. Her suggestions were as follows:

Analyze it. Why did this woman say she doesn't have time? Does

she not share the importance of the issues? Is it that she is just overwhelmed with her life at that particular moment? Try to understand where she is coming from. This suggests how to change their attitudes or meet their constraints with a more fitting option. Keep dropping by, it is our role to help them understand, she'll come around. Do not blame them, but turn the statement into a route to empower them.

If there is one woman in such a position, then chances are that there are many in that village or area in that position. Think about cooperative working, sharing the volunteering as in sharing child care in Nepal. It is possible to mobilize people to be their own volunteer resource.

In another example from the Philippines, a father came to a library being set up in a poor village and asked, "Our stomachs are empty and you want to fill their (the children's) minds?" The answer given was, "Yes I do; fill their minds so that a part of them is full." The work went on, unentered and that father later became the librarian. Program planners don't always have to have an immediate answer when individual parents don't have time or interest.

A further suggestion for thinking about parents' time with children is to consider quality, not quantity by looking at four touchpoints:

- early in the morning when the family wakes up
- lunchtime (if all come home)
- home in the afternoon/evening
- night – bedtime

In many areas, urban and rural, this is all the time that parents and children have together. Impacting the care and attention at these points may be a starting point for many programs and program planners. ■

Traditional Parenting Practice Today

Paper presented by ***Kamariah Ismail***

Introduction

This paper attempts to share views and experiences on the relevance of traditional parenting practices in programs of early childhood development. I will in the first place try to generate as many ideas and views about traditional parenting in the different cultures and socioeconomic contexts. The term "traditional", may lead one to think of specific parent-child interactions such as certain caring and cultural practices done by parents for the child. In actual fact, traditional parenting include many examples of "indirect involvement" and at times "non-involvement" by parents in what the children are doing and interacting with, such as through free and open learning opportunities.

The term "traditional" also has certain connotations about parenting, i.e. as something which was done in the past, or something which is not modern and may not be relevant today or may have negative implications for the child. However, it is not useful to judge whether practices which are based on certain beliefs and values are either traditional or modern. Instead, it is more important to examine whether parents believe that they can do things so as to improve the opportunities for children *(Myers, The Twelve who Survive, p. 350)*.

Program planning and design of our educational systems tend to reflect a "scientific" way of approaching problems, based on knowledge and ideas assumed to be universally applicable. These knowledge and ideas are often derived from a Western or northern conceptual base, and take precedence over experiential knowledge derived from specific contexts in which the programs are to function and serve. Further, it is assumed that when middle-class and scientific approach is in conflict with traditional practices, the latter are regarded as irrelevant and harmful, and therefore should be compensated or corrected. The judgment is made without looking within the contexts for which the programs are to function and without attempting to understand why these harmful and inappropriate practices have continued and persisted through many generations. In this way, important knowledge and local resources that could and should be mobilized in planning upgrading ECD programs are discarded *(Myers, p. 342)*.

It is for this reason that we should try to discuss and establish some broad linkages between the role of traditional parenting in ECD and their implications for planning and programming, particularly with regards to training strategies, approaches and methodology. In my own experiences of working with parents and communities and in training of care-givers and trainers, I am convinced that "participatory" or two-way approaches and process are very essential

for achieving effective parent/community involvement and ECD training programs.

Participatory approaches and process lead to complete and effective involvement of the participants, give participants a sense of ownership in the activities they are participating, and further allow the participants to relate to their own experiences, way of life, cultural practices and religious beliefs.

What is Traditional Parenting?

Sharing the first word that comes to mind when the phrase "traditional parenting" is mentioned certainly gives us some awareness of the different ways traditional parenting is regarded by different people. In my work with parents, care-givers and trainer groups in the rural as well as semi-urban and urban parents, they have expressed the following ideas about past parenting practices:

Malaysia – Feeding time at centre

"caring tasks by parents for children such as bathing, grooming, food and feeding, sleeping, holding, carrying, cures for sickness and its prevention, safety measures, discipline, how to respect others/know their culture and religion, activities we used to do with our parents when we were small, the things we imitated our parents when in the home or in the farm, games, toy-making, songs, stories, and riddles we learn from our parents..."

The above examples indicate that communities are endowed with a wealth of traditions concerning care and learning opportunities for young children. It has been observed that:

> "...ancestral learning systems, generally, provided for little separation between family living and learning. Much of this harmony has been lost over time, and attempts have been initiated in many countries to re-establish a dynamic and constructive relationship between the family and the education system" *(UNICEF-UNESCO Co-operative Program, 1985, p. 95)*.

Many past parenting practices have been discarded by today's parents and there are several reasons for it. For example, modern Malay and Indian parents in Malaysia consider the traditional massaging, exercises and interactions done when bathing and grooming infants to tasks which are too time-consuming and demanding for parents. Ready made and commercial toys have taken over the traditional toy making and playing by parents and children. Parents do not see how traditional play activities for and by children will get the children to read, write and count; and this is prevalent among parents who have access to alternative ECD services.

In fact, this has led to the attitude among parents that since they have to contribute or pay for the alternative services, the task of parenting and "educating" their children should be the main responsibility of the alternate

care-givers. Therefore, the most they would do is to exchange news about the children when sending or picking the children, or attend/involve in centre-based activities such as birthday or other celebrations/concerts, or participate in toy-making for the center and talks and lectures on child care and development. There is not much continuity between parenting practices in the home and the alternative ECD service.

Besides the above mentioned examples of parenting and parent-child interactions, there is yet another situation in which parents may or may not get involved with the children. Parents provide opportunities for the child to imitate others, explore the environment, self-discover and "learn many things in a free and open manner". To quote a Laotian example:

"In a Laotian village ... children's games are barely distinguishable from ordinary practical activities ... There is no clear-cut demarcation between leisure and following a trade, between play and apprenticeship, between entertainment and work ... nor is any very definite distinction made between adults and children ... The children make their toys ... the making of the toy is part of the game and the toy usually disappears when the game is over ... Play ... offers an initial form of training for working life: ... play is ... schooling for life in society. In this context, it should be noted that play in Laos used to be deeply imbued with Buddhist culture, with the spirit of cooperation predominant over the spirit of competition ... Play therefore helped the young Laotian to become integrated into social groupings in which the main objective was to be at ease with others rather than to outdo them and to be at ease with oneself rather than to possess things." *(UNICEF-UNESCO Co-operative Program, 1988, pp. 4 – 6)*

Today most of us are "enriched" with educational concepts, theories and values which are basically foreign to the cultural practices and religious beliefs in our societies. At times, parents in this part of the world are not aware that some of these Western-based concepts and theories are no longer appreciated in countries where they have originated. Another concern is the tendency among us in this part of the world to regard anything from the West as something modern and superior than those that have been passed down in our own traditions, and there is no tendency to examine the relevancy of "imported knowledge" to our cultures and needs of our children.

The Case for Strengthening Traditional Parenting

The Handbook of Asian Child Development and Child Rearing Practices has attributed the lack of parenting competencies among most Asian parents to three main reasons. In the first place, they are unaware of the significance of their roles as parents and how they influence the child's psychological development even though parents know that children can learn something from them, they do not have the understanding about the process and stages of learning among children and how, when, and where the learning can take place.

Secondly, most Asian parents are unaware of the factors which affect the growth and development of children. An example of this is when parents use certain verbal interactions that prohibit the child from exploring the environment and may dampen the child's initiative and self-confidence. Finally, in some cultures where parents have strong belief in fate and destiny, they fail to understand how they can influence the child's growth and development *(Chancha Suvannathat, 1985, pp. 2 – 5).*

There is therefore, an urgent need to strengthen the quality and competency of parents. In most of our countries, alternative forms of ECD, formal and non-formal cover only a small percentage of young children. Most of these services are available in the urban areas. Considering that the majority of our young children live in the rural areas, this makes it more desirable for the home to be the ECD institution that must be upgraded and the roles of parents and the family be strengthened.

Efforts have been made to strengthen home-based activities in ECD in many countries. In Malaysia, a home-based ECD project for rural parents in land re-settlement/consolidation schemes is now being attempted. In this project, core trainers are being trained for the purpose of upgrading home care and strengthening existing and useful traditional practices/resources, and integrating available formal and non-formal ECD with the home care services. Besides getting the care-givers to upgrade their parenting competencies, the project hopes to generate groups of local trainers from among the parents. Several resource materials on training and of trainers, special needs of the children, and cultural aspects of child care and development are now being developed by the core trainers themselves. Most of the activities are in fact developed from the examples of local parents and care-givers.

The Australian project of involving and training parents through distance learning and organization of consultation and reinforcement of parenting competencies is an example of parent involvement in sparsely populated areas.

The framework for home-based ECD activities as attempted in rural homes in Thailand and in the Khmer refugee homes and Refugee Holding Centers in Thailand is another example of parent-child interactions which are built on the home routines and environments. Another interesting point about this framework of activities is that it reinforces on the child's abilities/competencies particularly with regards to physical development and through this the child is encouraged to acquire other skills. The framework also incorporates opportunities for the child to extend toward higher levels of competencies.

In the above examples, existing cultural-based parenting practices become an important component of parent-child activities. The activities include opportunities for imitation, exploration, and self-learning by the child. The existing and traditional games, toys and toy-making, stories, songs, riddles etc. are enriched so as to encourage the child to experience other learning

areas such as thinking and language acquisition. Further, members of the family and older siblings are also interacting with the young child.

Planning and Programming Implications

Traditional and existing parenting practices must be strengthened and integrated into plans and programs of upgrading ECD. Research on traditional and existing parenting is scarce in most of our countries. If this is to be of immediate use for ECD planners, programers and trainers, then the research must be empirical so that it can be utilized as a resource material, disseminated and accessible to even parent groups.

Very often the development of resource materials are assigned solely to groups of "experts" who do not have close and direct interactions with children in the different communities and are unaware of the local cultures and practices of the target audience. Local resource persons such as mid-wives and religious leaders should be regarded as additional sources of available expertise; and as local leaders they have a significant influence and role in ensuring that these materials are accepted and used effectively.

There is a need to build continuity and linkages between formal, informal alternative services and home care. Separation between these services and the home would not contribute to long lasting effects of ECD interventions. Again it is the culture, traditions, opportunities in the home and parental support that should be mobilized and regarded as essential component of ECD interventions.

Training strategies, approaches and methodologies should be designed for the purpose of generating active participation and learning for trainers, care-givers and parents. Instead of becoming passive receivers of information and knowledge, training should encourage these trainees to relate to their own experiences, describe processes, practise skills, evaluate and create their own ideas which are relevant and appropriate to their own situations. Most of us are too familiar and perhaps most comfortable with the one-way process of learning, hence one should always anticipate initial resistance to a participatory process, even from among the trainers themselves.

Finally, if we want parents and care-givers to become the main actors of ECD, they should be involved in evaluating their own programs, and in thinking about ways of making the programs to be more beneficial to their children. ■

Traditional Childrearing, Parents And Program Planning

Is traditional child rearing always good? Difficulties may arise in existing traditions. An example would be the practice in the Philippines of parents chewing their children's food before placing it in their mouths. It is important that the worker does not prejudge, but rather looks at why and determines a way to change the behavior or belief. This is akin to a familiar theme or "rule" in interacting with children: give a young child a reason why not to do something and you'll be much more effective in curbing a harmful behavior than if you impose an outright prohibition by saying, "NO."

Another example is the narrow strip of light a baby lying in a closed hammock sees, then this opens onto smiling faces. What brought on this small change which transformed the baby's perspective? Someone opened it, meaning that someone had to learn about it, learn the difference between love and stimulation. The difference is the addition of knowledge, skills and technical know-how.

Parents cannot make a good decision without being fully informed. Principle: need to do an assessment of what they are doing and why. You must know what they know in order to know what can be done. What are the behavioral changes you would like to make? You need a clear projection of the goal and then you go together.

The starting point is the knowledge the parents have.

What are the main problems faced in work with parents on traditional parenting practices? The main one is helping people to "unlearn" things they have learned only over recent years which have superseded appropriate traditional practices. Another difficulty is to engage parents in the *process* to first of all help the parents feel that they have a real contribution to make. Professionals are impatient and often feel the need to deliver a "product" in, say, two years. Time is needed to work through the process. Professionals should be more critical of western child development theory and incorporate only those aspects which are appropriate to the culture.

It is also helpful not to use the "traditional" and "non-traditional" labels, but just start with "parenting" – and what the particular group of parents you are working with understands by and does under that term. In so doing, be aware that there are intended and unintended consequences of action. Help people be aware of that, *and* be aware of it in your own actions. Looking at the larger social context can prevent "disaster" or negative unintended consequences. An example comes from a Mali campaign to increase awareness of nutrition. Merely telling the parents to grow vegetables because it is good for their children's nutrition sets up a choice that the parents must make between earning money in agriculture or their children eating. A broader

survey for program planning might have allowed the planners to address this unhappy complication. Unintended consequences are not necessarily negative. Motivation through participation in an activity may lead an individual or group to take further action, transferring their energies to other contexts and issues.

Looking in detail at the origin of a behavior before planning an activity can also help affect positive change more effectively. A program to increase the nutritional intake of pregnant women in a context of eating taboos necessitates working *with* the taboo, addressing the reasons behind it and starting from the communities' common knowledge on the subject. In Thailand, for example, it is common practice to deny the first milk to the newborn infant. This is done because it is believed that the yellow milk is not good. It is done out of love. Here, introducing psychosocial aspects of the mother-child relationship and encouraging the mother to let the baby suck could result in a "solution".

Changing Behaviors

A change in behavior is what's sought after – in China, there was a two years course in parent education which the students passed with an average of 89%, but there was no visible effect of this increased knowledge in the home. Practice and behavior change is the most crucial part. Attitude changes come with practice and a feedback mechanism set up the following reinforcing cycle: learning, doing and telling what's been accomplished. Thus the parents internalize the ideas/lessons.

How far do our programs go to get this crucial behavior change? Do packages change behavior? At best packages can help make parents aware, but it still takes someone else to take it a step further, to translate it into practice. What does that facilitator need? It must be translated into the parents' context and to penetrate, there must be immediate results – keep in mind that at certain points in a child's development the parent is most receptive.

A package is not enough, you need a go between. A child can elicit the best in parents, but it's faster if someone highlights these things for the parents. This must be someone the parents respect. Or a peer group situation that can reinforce and build confidence. Face to face approaches complement parent education meetings. These group meetings are useful for solidarity and parents learn from each other. Natural groupings of parents – lunch between fields, waiting for inoculations – these times are useful for chatting. In addition, the sharing of new parenting information between the mother and father is very important for the constancy of care, their own relationship as well as the wife's confidence.

Gathering parents with children the same age also tends to open a door for program impact as it brings in an unconscious sort of competition: how can your child do this and mine cannot?, etc. Mothers and fathers can learn from

each other. Face to face approaches are very practical for learning from each other, but should be complemented by input on the technical side from an expert. We can motivate awareness, but we cannot change practice at all. The parents must adjust the technical advice to the practical activities.

Mass Media And Building Awareness

How comprehensive are these approaches that we've been talking about? The common theme is **reaching out to parents**. In speaking about the mass media, the parents are an audience. Does mass media change behavior or consolidate it? It is not enough in and of itself. Mass media is the most powerful tool to achieve awareness, but it is not enough to change attitudes. Over the long term, the influence of mass media is pervasive. In "selling a package," it will affect and influence, but not change. It is just a *part* of a system.

Question: can multimedia approaches achieve expansion and cut down on face to face costs? Korea has a program of very intensive family empowerment which inciudes a training program that refers to books divided by age group, one given to parent at each visit. These books cover 5 stages of growth, and there are 60 lessons on total. This academic approach, however, has problem in going to scale. Useful to learn that it can be done this way and then look for alternatives for conveying the message. The face to face interaction focuses upon parent-child interaction, which allows demonstration and confidence building on the spot. The mass media to create awareness, but must be followed up with child and parent mutually stimulating each other. Be very aware of sensitive periods in the child's development listed above and hit these most effectively.

Remember, raising consciousness also creates needs. We must be prepared to respond. Mass media is a very powerful tool for creating awareness, but in very poor countries, such as Bangladesh and Nepal, mass media does not reach all corners. Inaccessible areas need a different approach, perhaps extension workers. There is a mobile theater in Mali organized by adults to transmit messages. Singers also are often used to mobilize people. Such visual aids are very effective and should be open to consideration.

A suggestion for the participants from Mali as they presented problems of accessibility and the use of media was: don't rule out the use of video. Why? Experience with varied media show that video is the most effective, and the radio less so. This is because its helps the viewer visualize the messages. In addition, it may be cost effective in the long run when we consider printing lots of pamphlets, teaching materials, etc.

But how can this be pursued in areas without electricity? A generator-driven video player on a mobile unit can serve many villages. Bangladesh has one of these at each district level to project programs used in the immunization campaign. If there are health and nutrition programs that must go into the villages anyway, perhaps ECD could piggyback onto them. The variety of content may be difficult to maintain separately, however, it is important to integrate the messages to present all of them as a coherent whole. This will increase the level of retention and work well to support a more holistic view of children's developmental needs.

PLAY And Changing Attitudes

Reactions to seeing Singapore's toy libraries brought out a central ECD theme: the importance of children's play.

A toy is a tool to enable a child to go further.

A concern raised at need for different toys for different age groups when there is no money for them was met with the suggestion to reconsider the environment and materials that lay in it. Resources unused or cast aside and a little imagination might produce many toys and a community could be mobilized to create these things in various ways: a competition, a day for children's toy making, a lesson activity in primary schools, etc. Another "solution", was offered via an observation from the Philippines where, "children get tired of their toys after a short while. It's an eye opener to share, and consolidate the toys in one place in the community." ***PLAY IS VERY IMPORTANT TO CHILDREN***, it is one of their needs for survival. And it is often not so much the toys, but the place and the chance to be able to play that is so important for them.

Play is a spontaneous activity that allows a child to explore by himself, gain, and go on.

A group of children playing with their teacher outside an NTUC child care center in Singapore, hesitate at first to put their feet into the red paint as the teacher suggests. Their cultural and experiential background tells them that this is "improper" and they regard the activity with suspicion. As the teacher reassures them, they overcome their obstacles and encourage each other, and help in putting the sheets with red footprints out to dry.

The value of play isn't appreciated by many parents in many countries. Often they think it's not important, or that children are supposed to care for siblings and follow rules in a house. One can often observe toys in cabinets for fear the children may destroy them, even in "educated" parents' houses.

If play isn't afforded the importance it should be, then how can we change this? We need to tell parents that children learn through play and be able to show concretely how their children learn through play. We must explain how a specific activity leads to specific learning and development. For example: a jigsaw puzzle entails problem solving, trial and error and thinking of shapes as well as color and/or patterns. Likewise, hopscotch will strengthen physical development of the legs, coordination, muscular control, balance and counting.

As we talk of training parents, PLAY SHOULD BE CENTRAL. When parents are present within a structured environment, as at the Void Decks in Singapore, there are various opportunities for reinforcing the importance of play and for training the parents. The key is not just play, play, play, it's spotting within play the obstacles and difficulties that the child is having and supporting him/her to explore, gain and go on.

Example: Okinawa Toy And Book Libraries

In Okinawa, the home-based toy and book libraries are run by parent or volunteer women's groups who have space in the community center. Funding from the Bernard van Leer Foundation provides training and book supplies. The toys are both made and supplied: mothers make many toys, while some token fees may be collected and used to purchase some toys. Children are encouraged to participate by having them create their own toys. The toys are acted out by the mothers, whose involvement in the program is quite heavy.

There is much violence in the mass media and a toy and book library can avoid some exposure to this type of learning. The choice of toys among the library collection is built in value for the future. What criteria are used to select books? An advisory committee helps pick the books appropriate for ages 2 to 5 and the larger Association as well sends a list of recommended books. The advisory committee tries to control the impact by suggesting

Japan — Okinawa toy and book library

other materials, and a second filter in the Okinawa context is the women's groups, but the media are powerful.

Japan has a powerful influence in literature throughout the region. The trend seems to be to increased amounts of and access to literature full of sex and violence. Japanese children's books and comics contain these, and unfortunately children read these first and also watch TV. In addition, watching TV is a solitary activity and the opportunity for interaction with peers is decreased. Is there a Japanese national policy to review materials on the market available to children? Or are parents and children at the mercy of the advertisers?

There are national organizations such as the Japan Library Association and the Japan School Association which publish lists of appropriate materials and provincial kindergartens and nurseries cooperate to publish lists of what they use. There also are citizens' groups trying to convince publishers to publish better children's materials as well as groups of publishers who organize to publish lists of good books for children and check with the Association in so doing.

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ECD Program Impact

What is the impact of ECD programs? In the Philippines, there are no funds for "proper research," but the Community of Learners has had an impact upon children's development. The children function competently in public school and their attitude towards learning is not adversely affected by an atmosphere where it is not necessarily a positive thing to ask questions and be curious. They don't lose their excitement for learning. A UNESCO writer visiting some of the Community of Learners programs asked if they really were poor. They looked so clean and happy and healthy, that he didn't think of their situation as one of poverty. The difference is perhaps that it is not one of powerless poverty. And as one parent proudly told, she became a good mother and learned to be a capable woman.

The short term impacts are decreases in drop outs and repetition, children's increased desire to go to school, a decrease in need for and enrollment in rehabilitation programs. It was noted that in looking at literacy versus ECD as an investment, 30 years of literacy programs worldwide have not broken the cycle of failure; the effort has not significantly reduced the illiteracy rate. But in the case of ECD, focus should not be too tightly upon educational competencies. There are some important impacts further down the line – changes in future parents, decreased criminality, achievement in secondary and higher education. Policy makers may want short-term impact, but perhaps we should train our policymakers that *education is a long term process*.

Other long term effects can include: parent attitude changes, change in developmental environment, parents' overt behavior, and significant increase in children's "social maturity". Social adaptation and self-esteem is the key. If children have been well taken care of, then they have a sense of competence and persistence. We must consider the whole process and temporal relations – as in High/Scope studies – of drugs, crime, and family relationships.

Impacting Policy

Unless we can show cost-effectiveness, we won't get far with policymakers and donors. This is a very important component of our programming strategies. One way to work it out is to see how investment in ECD is going to help the society/nation by saving later on – drop out rates, learning achievement, repetition, readiness for learning, and how it impacts performance in school and on the job.

Our responsibility is to educate policymakers. The Jomtien *World Conference on Education for All* materials set forth an expanded vision of educational goals as follows:

- Universalizing access and promoting quality
- Focusing on learning

- Broadening the means and scope of Basic Education
- Enhancing the environment for learning
- Strengthening partnerships

ECD can link to this expanded vision of education and illustrate how an integrated approach supports these efforts. The International Convention on the Rights of the Child, especially Articles 3, 6, 18, 22 – 32, as well as the Inter-agency Policy Framework paper written by Cassie Landers are all relevant. Beyond this, the economic arguments need strengthening and longer term benefits require further discussion and assessment. The need to invest in ECD is very clear. What we are searching for are workable, achievable and affordable ways.

A vast array of ECD programs are represented here and they give an idea of the spectrum of costs that various approaches require. In Korea, the home-based program costs $200 per child per 24 visits (i.e. one year). This includes salaries, toys and materials, booklets, etc. Vietnam's program, on the other hand costs $2 as with $50,000 of funding it reaches 25,000 parents. The cost of the successful Korean pilot is keeping the project from expansion, even as considerations of decreased materials delivery and parents trained to undertake efforts of full time home visiting staff promise to cut the costs. In other areas, high levels of community cooperation reduce program costs, or cooperatives build infrastructure and toys and parents pay for food. We need to consolidate these experiences and assess the quality and impact of program to argue effectively for an expanded vision of education the release of financial resources.

The Philippines has an expanded vision in its Basic Education Plan, but the biggest problem it faces is the effect of changing governments. The new administration has gone with the common government goals of primary and secondary education. Indeed, the argument must be economic to convince and ensure resource allocation. We must speak the economists' language in order to convince them. Corporate support to ECD programs is based in reasons of productivity and profits. SONY's involvement in ECD is viewed in terms of the future labor force, company image, productivity, profit margins, and current morale. It is not philanthropy, it is good business. Is this argument understandable worldwide?

The economic argument needs improvement if we want the World Bank to listen to us. We need a way to argue the case for ECD and make it work from the Secretary of Education to the President. ECD programs are often dismissed because of their costs. Costs to whom? Government, communities, parents? Costs to the latter two can be made to bear political weight as these are the politicians' constituents. We need to argue for allocations from all – government, village leaders, etc. The government of the Philippines has made a gesture by enacting a four week school preparation course for

children. The commitment is there. But as the government makes a gesture, what is the community to do with its very real needs? In India, Kenya and Colombia, the people said, "Ok, we'll do it." Such a strategy creates demand so there can be pressure from below.

According to the Singapore experience, impacting policy twofold – by making defendable arguments to decisions makers and by amassing pressure from constituents – takes matching the stages with the interventions. The following table describes a framework for looking at problem development and intervention levels. This was presented by ***Dr Ngiam Tee Liang*** of the Singapore National Programme in Family Life Education as both a general framework for looking at emerging social problems and as a tool for effective long term planning.

Social Problem Development	**Intervention Levels**
The chain of development of a social issue/problem can be seen with some simplification as having 4 stages:	Intervention may take place at 3 points in this chain to break it:
1. The Pre-conditions The general circumstances from which social problems develop.	**A. Primary Intervention** The effort to modify the pre-conditions and prevent the specific causes from occurring.
2. The Causes The specific factors directly related to the problem.	**B. Secondary Intervention** Working on the specific causes and the immediate effects.
3. The Effects The specific symptoms which act as clear signs of the existence of the problem.	**C. Tertiary Intervention** The effort to ameliorate the consequences of problems.
4. The Consequences The longer-term results of problems.	

(Source: Peter Leonard, "The Challenge of Primary Prevention", Social Work Today, 2(5) June 1971, p. 2)

Impacting policy requires deep thinking and planning and a feedback mechanism that works both top down and bottom up. We need to be thinking very seriously about: what the mechanisms that we can use to promote ECD and to communicate with policymakers.

Research And Information Sharing

There was a call for dissemination of those studies that do exist, from High/Scope's economic and longitudinal studies to those that examine and prove vital relationships between health and ECD and therefore make the case for holistic program approaches. RTRC offered to help by acting as a coordinator of contacts and the *Coordinators Notebook* produced by UNICEF was meant for such communication and information sharing. Besides those of the group present, there are several levels of information needs. The toughest is the community level where we hope that parents and caregivers will get information *and* use it. It is on this level that information sharing will benefit parents and their children directly.

Several common themes for action research were suggested at the close of the week:

1. Child rearing practices with an aim of reinforcing what is good and changing what is not;

2. Costs, benefits and the implications for building partnerships as well as its importance for convincing policymakers, funders, etc.;

3. Linkage between ECD and primary education and helping children get to new learning situations as well as helping the new learning situations adapt to the children;

4. Environment and the ecological dimensions of children's development – protection of rights, promotion of legislation.

These studies and/or pilot projects are those whose results will be of interest to all involved in ECD programming and advocacy. In addition, they represent substantial possibilities for collaboration in learning within and between the countries participating and beyond.

Vietnam — child care centre

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Monitoring And Evaluation

Monitoring and evaluation – what are the indicators? The goals are crucial. We need to document what we do, as it is essential to convince policymakers. The ECD record in data collection is still very weak. How do we count and interpret the following:

- physical: height by weight in terms of age
- age appropriate motor skills
- survival indicators
- progress in school
- happiness
- confidence
- language
- communication, asking questions
- sense of well-being
- self esteem
- building gender considerations into these issues

How do you measure psycho-social development? IMR and malnutrition information show some evidence as do assessments of coping mechanisms, but the latter is difficult and the cost is high. Measuring "discipline" is not only difficult, but possibly unrealistic.

A very short, simple instrument for parents is needed. There are instruments that you can use at different levels. Tests of self esteem and coping mechanisms require expertise and tend to be "high tech", but it is possible to form an agreement with national "experts" upon a set of developmental milestones for the nation's children. (Note that language is considered the milestone that is the most sensitive indicator of the quality of care.) We must be careful of over-interpretation, and keep the limitations of general, more superficial milestones in mind. Spot checking with assessments of the sensitivity of agreed-upon milestones via more "high tech" methods would enhance their reliability.

Demystify evaluation. It is possible to have parents monitor. It takes defining behaviors that you want to impact and then move to measuring these specific actions. Consider the norms of the country (again, be careful with norms and their limitations), and consider as well the norms of the world. An assessment scale developed by Community of Learners is culturally appropriate, fits the program, and parents learned to use it. Even though it sounds complicated, they have learned to use it. ■

The Childcare Center Network as a Multiple Strategy for Parent Involvement and Education

Presented by: Dr Khoo Kim Choo

Background

Singapore is a small country, only 633 sq. km., with a multi-ethnic population of 2.69 million – 76% Chinese, 15.1% Malay, 6.5% Indians and 2.4% Eurasians and others. Over 80% of its people live in high rise flats.

Singapore has a female labor force participation rate of 50.5%, of which 52.7% are either married or have been married. The trend is towards small families, dual income families and nuclearization of families. This has implication for the care and development of children as more mothers work outside the home. Alternative care arrangements include care by family members, family day care arrangements, foster care, care by maids, and a recent trend in Singapore that has gained much popularity and acceptance, childcare centers.

Almost 100% of young children receive at least 1 year of kindergarten before entry to primary one. Kindergartens are run by private organizations, predominated by that of the People's Action Party Foundation. The rest are by the People's Association, a statutory board, churches and private owners. Kindergartens come under the purview of the Ministry of Education.

Childcare Centers

To encourage more mothers at work, childcare centers have been set up and promoted as a desirable childcare alternative over the years. Childcare centers take in children from one and a half to six years of age, although most centers take in children two and a half and above. A few have after and before school program for primary school children. Childcare centers come under the jurisdiction of the Ministry for Community Development which implements the Childcare Centers Act. The quality of centers are closely monitored by the Ministry which licences all centers. The Government provides subsidy for each child in the center, up to a maximum of 3 children in the family. Capital grants are also provided to set up and furnish the centers. There are 300 childcare centers or 20,000 childcare places in Singapore for working parents. Of these, 16 centers, or

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2,000 places which is 10% of the total number of places, are under the National Trades Union Congress Childcare Co-operative Limited (NTUC Childcare).

NTUC Childcare

The NTUC Childcare's target group is working parents, from blue and white collared workers to executives, businessmen and professionals. Its main objective is to provide quality and affordable childcare to working parents. The centers are sited in the heartland of the public housing estates, where over 80% of the population lives. To meet the needs of working parents who work full time, NTUC centers open from 7:00 am to 7:00 pm during weekdays and 7:00 am to 3:00 pm on Saturdays. The long hours children spent away from parents and home initiated efforts in 1984 to involve parents in the centers.

A survey of parents' interest in setting up a parent involvement structure led to strategies that has enabled the center to involve parents in multiple ways. Over the years, the co-operative has also managed to extend itself to reach out to families in the neighborhood and finally to parents in general. This has resulted in a three-level approach to reach out to 3 groups of parents. Level I is targeted at parents who are using our childcare service; Level II are parents living in the neighborhood of each of our centers; and Level III are parents in general. Level I intervention allows for greater intensity of involving parents but reaches the smallest number of parents while Level II is the least intensive program that reaches the maximum number of people at any one time. All three levels are complementary.

Level I: Centre-based Intervention

Childcare centers have a captive group of working parents who are very concerned about the care and development of their young children. Parent outreach and involvement is structured through the Parent-Teacher Group (PTG) which is present in all NTUC childcare centers. The PTG is headed by a parent together with the Principal of the center and may have 8 to 16 staff

and parents to form the main committee. The tasks of the PTG are guided by the objectives of the PTG, which are:

- to establish good communication and relationship between staff and parents;
- to provide consistency and continuity in the care and development of children at home and in the center;
- to provide parent education;
- to provide a support network for working parents;
- to initiate projects that will make the center a second home for the children.

To involve as many parents as possible and to lighten the load of the parent volunteers, the main committee may be supported by a few subcommittees to look into more specific activities. Ad hoc committees for specific projects may also be formed as and when necessary. The PTGs measure the success of their activity by the degree of participation by other parents in the center.

Each PTG in each childcare center decides which objective(s) they would like to focus on for the year and then plans strategies to reach those objective(s). For instance, a new PTG may wish to focus for one year on the social objective to establish good relationship between parents and the staff. They may, therefore, organize a picnic, celebrations of different festivities like Deepavali, Chinese New Year, Hari Raya and Christmas throughout the year. Another group may decide that there should be more opportunities for parents to meet with staff taking care of different groups of children to explain the program to parents. A quarterly meeting may be arranged when teachers meet with parents. A more established group may want to have subcommittees to take care of different things – the setting up and running of a toy and book library for children, an educational subcommittee to organize talks on topics of interest to parents, the main committee itself may organize extra classes for children, e.g. art classes by an artist friend of a parent and folk dance class by one of the parents.

Outreach committees may also be set up for parents to share their experiences coping with separation anxiety that new parents face in leaving their children at the center. The PTG evaluates each activity, by a simple questionnaire, through informal feedback, discussion with other parents and by the group itself. The Head Office organizes an annual function for all parent leaders from all centers to share experiences, discuss areas of concern and alternative solutions. Dinners, certificates of appreciation and priority status to events organized by the centers are incentives to sustain interest.

During the early years, questionnaires to evaluate the center's facilities,

programs as well as the parent involvement program, were sent out to all parents. These were useful feedback and helped the organization understand parents' perception of its services and the need to improve specific aspects of its services. The information on the PTG were shared with all the PTGs which then decide what course of action each would take based on the feedback received.

Today, each PTG will evaluate its effectiveness at the end of the year, with their own questionnaire and/or meeting with groups of parents. Every PTG will share a common set of objectives which is evaluated every year to see if they are still relevant or whether new objectives need to be set.

Advantages of the PTG Model

1. This model involves working through and with parents to reach out to all parents in the centers.

2. This model supports the parents-as-partners model.

3. It also recognizes that parents are strong advocates in working with other parents as they share similar concerns and interests where their children are concerned.

4. Parents can contribute to the enhancement of the program depending on the contribution and commitment to the center.

5. This model allows for multiple ways of working with parents, from the formal to informal, structured to unstructured.

6. It can be easily integrated into existing childcare system.

Involving parents requires a strong belief in parents as partners as it requires training, much time, effort, sensitivity and an open attitude. Parent leaders are all volunteers and have to be replaced when their child leaves the center on entry to school. Parents have limited time, so strategizing is necessary to make use of all possible contact time with parents. Staff training and support is necessary for staff to build rapport and work effectively with parents and to be more open to feedback from parents which may not always be positive. The center also needs to think of various ways to keep sustaining the interest and commitment of new groups of parent volunteers over time. Although parent volunteers request training to be more effective with working with other parents, the organization itself faces problems of time and manpower to adequately meet those requests.

There is certainly much more that can be done to optimize involvement of parents in childcare centers. The following response from PTG parents provide some recent feedback on the effectiveness of the PTG: "My children at the center are happier as they see that their parents do not treat the center as a

'dumping' ground since we started participating in the PTG", "I am given a chance to mingle with other parents and through the PTG (offer) feedback on how they feel about the center. I come to know how the childcare works through talking with the teachers, but most satisfying of all is to see the PTG organizing social gatherings that parents, children and the teachers enjoy.", "I also gain knowledge on child upbringing from other parents within the group. I have also benefitted from the talks".

The childcare centers also provide opportunity to target on potential parents – school children. A Big Brother and Big Sister scheme, using the child-to-child approach was introduced in 1987 to enrich the social milieu of the childcare center children – many of whom are the only child in the family. The big brothers and sisters come from neighborhood schools to spend a few hours a week with the children. They play with them, tell stories, take them outdoors and help with their physical care as well. Some come only during school holidays to dramatize stories. Regular volunteers would attend informal training to help them understand the young children in their care and also learn how to tell stories and care for children. While the organization's focus is the childcare children, the student volunteers benefit from learning how to care for young children and being exposed to some basic parenting skills. It is also hoped that these students who are average to below average students in school, would also gain in self esteem and confidence and spill-over to their academic work. The children look forward to their visits and they were much appreciated and given recognition for their involvement. All volunteers with at least one year's commitment would receive a certificate during one of their school functions and a party held for them annually. The scheme is recognized as one of the extra curricular activities with points awarded as in other school activities.

Level II: The Neighborhood Intervention

From the center, it is not too difficult to go to children and families in the neighborhood. The target group is the children and families living around the childcare center. An earlier survey done in the locality of one of our Centers in Bukit Merah, a lower income housing estate, found that many of these children were left on their own for long hours with very little toys and books at home. Originally, the intention was to optimize the childcare resources by making available the toys and books to children in the community when the childcare children are having their afternoon nap. However, it was decided to move outside the center in order to increase the visibility of the program – leading to what is now called the *void deck toy and book library*.

The Model: A toy and book library is one that is set up at the void deck, that is, the open space at the ground floor of a block of HDB flats, next to the childcare center. In this open space, a play and learning environment is set up – a block area for manipulative and imaginative play, an art and craft corner for creative expression, a story telling corner, a puzzles corner for problem solving, etc. Straw mats are placed on the floors for children and

adults in a relaxed and informal way. The library easily catches the eye of children and adults in that locality.

The objectives of the toy and book library are:

a) to make available resources for early childhood stimulation to children who have limited access to them;

b) to promote parents' awareness and involvement in children's development in an informal, non-threatening environment.

For a token sum, a whole family gets to be members of the library. Once a week they come to play and borrow books back for a week. The children are expected to be accompanied by an adult, either the parents, grandparents other relatives or maids. The adults observe the child's interaction with the toys or other children and in this way, learn more of their child by comparing with other children of the same age. The staff or volunteer explains to the adult what the child is learning through his various play activities and may suggest activities that can be done at home using available household material. In this informal environment, staff may take the opportunity to discuss issues as it crops up in the setting. For instance, parents may insist that their child choose new toys to play with while the child may wish to play with the same toy every time. Further pressure from parents on the child may cease when she understands how children learn better if they are allowed to play with the same toy again and again because the child may be discovering new features and new ways of manipulating the toy. Questions on discipline, management, study habits, etc., may also arise and be discussed with staff or/and other parents present.

Parent Workshops: Occasionally informal hands-on parent education workshops are held at the void deck itself. While parents are playing, parents may be learning how to make low cost educational materials from household items to use with their children.

These toy and book libraries are run in collaboration with different partners – with school children as volunteers, members of the Lion's Club, the national library, parent volunteers and childcare teachers.

Advantages of the Toy and Book Library:

1. The void deck toy and book library is highly visible and easily accessible.

2. The cost can be very low, as the books come from the national library.

Although the toys here are expensive educational materials, cheap low cost educational toys can be made, following the same principles.

3. The library is non-threatening and would appeal to parents who would not attend talks and workshops held in organizations, hotels, etc.

4. Parents learn about parent education and how to support their children in an informal way, including through observing their child at play with others. This is particularly helpful for first time parents who have concerns about what is normal and not normal for their child's age.

5. For children who comes from small families or who are the only child, this exposure provides an opportunity to socialize with others before they enter primary school.

6. These children have a chance to utilize stimulating educational materials which they would otherwise not be able to have a chance to use if they come from lower income families.

7. The library serves as a place for dissemination of other information to parents through flyers, discussions and pamphlets. The staff also serves as a referral agent when parents bring up issues of concern.

Language differences between staff/volunteer and parents and among parents themselves set a limit on the exchange during the library sessions. These sessions are frequented more by lower income families and are over-represented by Malay and Indian families who are under-represented in the childcare centers. Volunteers are hard to find and are sometimes irregular resulting in having to rely on the teachers who are usually overburdened. Training of volunteers and staff is necessary to run the library and to effectively work with parents. With insufficient training, staff and volunteers role in facilitating parents in gaining knowledge and skills is limited. Parents only pay a token sum to use the library which is not sufficient to renew toys and to pay honorariums to volunteers. It is difficult to sustain itself unless funds are available or low cost/no cost toys are made and used.

Potential

In spite of the limitations, the toy and book library has the potential of reaching various neighborhoods by being attached to a childcare center. However, the role of the co-operative is not to set up a network of such toy and book libraries itself, but to act as a catalyst to other government and non-government agencies to do so. Towards this end, it has trained about 70 organizations to set up and run such toy and book libraries. Additional workshops on how to run appropriate activities are also offered. The training include the selection of appropriate toys and books, an understanding of child development and specific children's activities, including the importance of play. More than 10 organizations have since set up the libraries for their own target groups while others are in the process.

Level III: The General Public

From child care center to neighborhood to the general public. Even when level II were being implemented some attempts were already being made to reach the general public as well. Reaching out to the public capitalizes on our network with organizations that serve children and families, including libraries, the maternal and child health services under the Ministry of Health, community centers and residents committee in the locality of our childcare centers, unions and other NTUC Co-operatives. The libraries and grassroots help disseminate information on public talks or provide the space for it. The NTUC Radio Heart found a sponsor to enable us to reach listeners with our weekly radio program on *'Growing and Learning with Your Child'* series in English and Mandarin, for one year. Further collaborations will be negotiated for the continuation of the series. *Nurture*, is our bilingual publication which was published in 1986 when no local parent magazine was available. Today, 3 or 4 local parent magazines are available. Pamphlets and flyers on parent education are disseminated through the network of social services frequented by parents.

Level III reaches out to a large number of people. The collaboration with various organizations is one way to spread the importance of the role of parents and also help cut down costs. The contact with parents, however, is superficial, one directional with very little assurance that the message has touched the parent. However, it is felt that many parents may need only that information while others requiring more will be provided with information to gain access to other avenues.

Conclusion

Through all the above experiences, it must be said that parents learn best and put into practice what they have learnt if the knowledge and skills are provided at the appropriate moment. For instance, parents learn and understand the importance of play better, if, while observing their child at play, there is someone at hand to explain what is going on as the child tries to stack bigger blocks on smaller blocks which keep tumbling down until she stacks smaller ones on the bigger ones.

We also found that parents learn better when their learning involves doing, rather than merely sitting down and listening. Our hands-on workshops are enjoyed by parents because this 'how to' enables them to immediately put into practice a newly acquired knowledge and skill. Perhaps one of the important things to keep in mind is not what we feel parents ought to know but rather, what parents themselves are ready to learn. Involving and 'educating' parents is a process that must involve not only the provider of the service but also the parents themselves if it is to be relevant and of use to them. ■

Singapore Field Visits

The group made site visits to various services and centers supported through the NTUC and was struck by several visible aspects of program quality. There was a tight exchange between teachers, parents and kids, with lots of people in and around the centers. The centers were organized and seemed orchestrated. The children were disciplined, and well-behaved, and did not seem intimidated by the group of observers. They were natural and spontaneous, continuing to play. The interaction of the staff and children was marked by confidence and competence on both sides and they exhibited self awareness individually and in relation with each other.

The group felt at ease and welcome. The facilities were great and staff competent and professional an element ensured by pre-service, in-service and continuing training. Participants felt the emphasis on training was very important as an investment in human resources and program quality. The group was looking for stronger feel of ethnic mix, finding both Chinese and English spoken at the centers, but little representation of Malay or Indian communities at the sites. Concern was also raised regarding the expensive fees ($200 per month) as well as the expense of the facilities. It seemed an unlikely model for duplication in several participants' countries.

Accounting for the organization, orchestration, and "discipline without a ruler" that the group observed are the following elements:

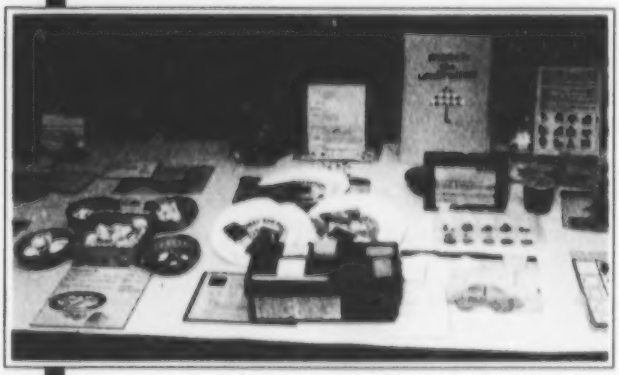
- preparation and training of parents and teachers
- awareness of program benefits for everybody
- commitment by the people
- motivation of the people – willing, interested
- fulfilling felt need

Within the NTUC child care system, services must be affordable to the "average working family." Fees are different at different centers, but the core program is the same and no child should suffer for lack of fees. There is government subsidy for every child up to the third child in the family. NTUC

Childcare provides additional financial assistance for low-income families. Sometimes pride keeps families from applying for this help. Voluntary organizations, like the Singapore Children's Society, also have centers and charge lower fees. It provides before and after school care. If a family cannot afford it, the Society will investigate in order to set a reasonable fee, achieving a sliding scale fee for poor families.

How are NTUC programs addressing the issue of adequate resources for the most needy? Kids from the neighborhood use the void deck toy and book library – a way of getting "those who need it most" in. In setting a program profile, we need to look at building in flexibility, and thereby creating greater opportunity to take advantage of the resources we have. It is essential to consider maximization of resources – material, financial, human – how many times can we get payback?

Questions arose about the applicability of the Singapore experience to relatively less affluent situations. These were answered with the contention that it is not a question of money, it is a question of people and policy. When it began, NTUC had no training capacity. It saw the need and began developing trainers, training curriculum and resources from the ground up with support from the Bernard van Leer Foundation. A group of core trainers formed, and trained training staff, childcare workers and kindergarten teachers. It takes hard work, commitment, people who believe, and parents.



The most important lesson from Singapore is that we should invest whatever resources we have in training.

This is not necessarily money; invest people in people. It is always possible to get certain things moving. We must look at what structures in our countries support healthy child development and figure out how to make them work better. In Singapore success rests not upon money available, but upon long range planning and hard work. Singapore, however, does not have the manpower that the Philippines and Bangladesh have. We need to look at what *is* there, and not focus upon what is not.

Lessons Learnt

After attaining a high level of saturation on the next to last day of the conference, the participants returned to the three original workshop groups and revisited the principles for action that they had produced. With reference to all they had heard and shared during the week, the following emerged as lessons learnt and principles for future work.

- To include all cultural groups' views and implementing agencies (including NGOs and others!) in the policy-making process is both necessary and possible.
- Inter-ministerial/departmental cooperation is possible under the heading of ECD.
- A focal point mechanism (e.g. Women in Development) is necessary to coordinate, organize and mobilize for the achievement of ECD programs. Convergence is necessary.
- A child-development focus should be part of agency policy and practice.
- Start with the structures which are already in place. Involve top, bottom and the in-betweens.
- Develop a 'platform' for getting the ideas across/raising the issues.
- Government and NGOs should work closely together as equal partners in **implementation** as well as policy-making. This is more likely to happen from shared practical experience. It does not require a sequence of events. Good examples of services can start the process off.
- Good ECD services are not an end in themselves.

  Survival has to depend on Development

- ECD has long-term effects for human resource development and productivity. This is a strong argument to use with policy-makers, the private sector, etc.
- Close cooperation is needed between research and administration.
- Private, corporate and individual efforts can be fostered by professional or individual development and public recognition.
- The status of ECD workers must be raised – this has implications for sustainability and how the public views ECD/young children.
- Policy on ECD should address the problem of sustainability.
- The public at large should be helped to understand the importance of ECD – this can be part of making society more child-centered.
- "Teaching is the hidden endeavor" – we should reveal its consequences.
- The low status of ECD work has the effect of reducing the number of

men entering this type of work (low wages). This reinforces the low status of the work in the eyes of the public (particularly men).

- Enhancing the status of ECD is a complex process which must take into account time-frame, cultural issues, traditions as well as financial reward.
- The role of the father in the family and the community is very important. Parenting should be **shared**.

General Conclusions

Before the group split into country teams and began to formulate more detailed plans of actions in ECD on the national level for implementation upon their return, the following general conclusions were drawn:

1. Parents can be organized around children to provide different types of ECD services, to look not just at access, at quality, impact upon their children and developmental appropriateness.
2. The act of providing these services, can mobilize and motivate parents towards other development purposes, thus having a spill over effect wherein parents move beyond ECD and kids in various directions;
3. Community-based ECD activities can assist children, particularly disadvantaged children, over the cultural barrier that school represents;
4. There is a pattern emerging of extensive cost sharing, the governments will do something, but not everything and a disproportionate share of costs are being borne by communities;
5. If you look to the community to share costs, then look for the benefits on the community;
6. Benefits may come in terms of health, nutrition, production, the whole range must be considered;
7. Learning how to direct sensitive support services to ECD and reinforcing the informal is still a messy process; governments and other technically qualified bodies can direct supportive services towards community-based ECD. In general the issue of how to resource the informal education sector has still to be fully explored;
8. Capacity-building – how do you develop trust? When people feel they can do it, then they can deal with you as a professional or on an active basis to work in meeting community priority needs. It is a two-way process: the community gives to us as well, re-orients us, retrains us, challenges us to look holistically.

Given these conclusions and the lessons they learned with and from each other, they took on the challenge that had been issued in the opening speech: "to move this body of experience forward and build a program that will harness community and government energies in meeting the holistic needs of a nation's young children." ■

CLOSING ADDRESS

Mr Cyril Dalais, Senior Education Officer, Child Development, UNICEF

Congratulations! We want to thank you for coming, for sharing with us and for confirming your commitment to Young Child Development programs. You came as representatives from governments, from UNICEF and from NGOs. You are going back as a TEAM to share with others at several levels together and thereby contribute to Young Child Development programs.

I leave you with the Inter-Agency Policy Review: *"Towards a Comprehensive Strategy for the Development of the Young Child"*, which UNICEF, Save the Children/US and several other agencies have endorsed. In it you may find a lot about what we have been talking about, what you have discussed, and what you have already adopted as yours during this workshop.

- A definition of Young Child Development and what child development programs are all about
- Why we should focus on the young child
- Fundamentals for learning
- Principles for action
- Complementary approaches for Young Child Development Programs
- Some concerns

Within UNICEF, our priorities include: advocacy, capacity building and training, curriculum development, monitoring and evaluation, action research, increased financial support and information exchange. On this last issue, that of information sharing, UNICEF is eager to ensure follow up activities to this workshop. These would include: training, an information network, and a resource center. I would like to call on each UNICEF office present to ensure that their Young Child Development Activities should include a budget line for training two people regionally, information flow and documentation.

We, UNICEF, SC/US and RTRC, would like to propose a Project Document to be submitted to the Global Reserve Fund with the full endorsement of the UNICEF Regional Offices in Kathmandu and Bangkok, to enable us to ensure follow ups and national and sub-regional levels based on some of the suggestions you have made. Dr Khoo Kim Choo, Fred, Amy Jo and I will work on this.

Thank you to all of you, to our resource persons, Nittaya and Feny, to Amy Jo and Fred and to Dr Khoo and her team. The challenge is yours and we know you will all meet it. ■

Workshop Participants

February 1 — February 7 1993
NTUC Pasir Ris Resort, Singapore

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APPENDIX A

PROGRAMME

MONDAY FEBRUARY 1 '93

8.30 AM – 6.00 PM	REGISTRATION / EXHIBITION ON LOW-COST EDUCATIONAL & DEVELOPMENTAL MATERIALS		*Cattleya Room 1*
9.00 AM	OPENING CEREMONY		*Cattleya Room 1*
	Welcome Address	**Dr Khoo Kim Choo** Director RTRC Asia	
	Address	**Mr Cyril Dalais** Senior Education Adviser Unicef	
	Opening Address	**Dr A W Wood** Director Save the Children, USA	
10.30	RECEPTION		*Cattleya Foyer*
11.00	KEYNOTE ADDRESSES		*Cattleya Room 1*
	Chairperson	Dr A W Wood	
	Parents as Partners in Child Care and Development	**Ms Feny de los Angeles-Bautista** Executive Director/School Director Community of Learners Foundation, Inc	
	Family-based Approach to Improve Child Health & Development	**Dr Nittaya J Kotchabhakdi** Associate Professor in Pediatrics Mahidol University	
1.00 PM	LUNCH		*Mangrove Cafe*
2.30	SIMULTANEOUS WORKSHOPS I		
	PRINCIPLES FOR APPLICATION		
	WORKSHOP A		*Cattleya Room 1*
	WORKSHOP B		*Cattleya Room 1*
	WORKSHOP C		*Cattleya Room 3*
3.45	BREAK		*Cattleya Foyer*
4.00	PLENARY SESSION I		*Cattleya Room 1*
	REPORT FROM WORKSHOPS		
5.00	END		
6.30	WELCOME DINNER		*Mekong Village Vietnamese Restaurant*

TUESDAY FEBRUARY 2 '93

9.00 AM	**EARLY CHILDHOOD DEVELOPMENT AND THE ROLE OF PARENTS: COUNTRY PROGRAMMES**		
	ROUND TABLE PRESENTATION I		*Cattleya Room 1*
	BANGLADESH		
	Speakers	Mr Anisur Rahman	
		Ms Farida Ahktar	
		Mr Kamal Hossain	
10.30	BREAK		*Cattleya Foyer*
10.45	ROUND TABLE PRESENTATION II *(cont'd)*		*Cattleya Room 1*
	REPUBLIC OF KOREA		
	Speakers	Ms Ok-ju Chang	
		Mrs In-Sook Kim	
		Mr Gi-woo Lee	
12.30 PM	LUNCH		*Mangrove Cafe*
2.00	ROUND TABLE PRESENTATION III *(cont'd)*		*Cattleya Room 1*
	THAILAND		
	Speakers	Dr Nittaya J Kotchabhakdi	
		Dr Laeka Piya-Ajariya	
3.30	BREAK		*Cattleya Foyer*
3.45	ROUND TABLE PRESENTATION IV *(cont'd)*		*Cattleya Room 1*
	PHILIPPINES		
	Speakers	Mrs Rosario dela Rosa	
		Mr George V Jover	
		Ms Maribeth R San Miguel	
		Mrs Brenda S Vigo	
5.15	END		
6.30	SINGAPORE BY NIGHT — TOUR OF CITY		

WEDNESDAY FEBRUARY 3 '93

9.00 AM	ROUND TABLE PRESENTATION V *(cont'd)* DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA *Speakers* Mr Chae Ryang Il Mr Kim Chang Ho Mr Li Chang Nan	*Cattleya Room 1*
10.30	BREAK	*Cattleya Foyer*
10.45	ROUND TABLE PRESENTATION VI *(cont'd)* OTHER COUNTRIES	*Cattleya Room 1*
12.30 PM	LUNCH	*Mangrove Cafe*
2.00	OPEN DISCUSSION I	*Cattleya Room 1*
3.30	BREAK	*Cattleya Room 1*
3.45	OPEN DISCUSSION II *(cont'd)*	*Cattleya Room 1*
5.30	END	
7.00	SITE VISITS Group I People's Association Tanah Merah Community Club Group II People's Association Fengshan Community Club	

THURSDAY - FEBRUARY 4 '93

9.00 AM	PLENARY SESSION II **SUMMARY AND HIGHLIGHTS OF COUNTRY PROGRAMMES**	*Cattleya Room 1*
10.30	BREAK	*Cattleya Foyer*
10.45	PLENARY SESSION III *(cont'd)*	*Cattleya Room 1*
12.30 PM	LUNCH	*Mangrove Cafe*
2.00	SITE VISITS *Choice A* • Tiong Bahru Family Service Centre • NTUC Ang Mo Kio Childcare Centre and Void Deck Toy & Book Library *Choice B* • RTRC Asia and NTUC Kallang Bahru Childcare Centre • Tiong Bahru Family Service Centre	
5.30	Tea will be served after site visits	*Cattleya Foyer*

FRIDAY FEBRUARY 5 '93

9.00 AM	PLENARY SESSION IV		*Cattleya Room 1*
	STATE OF THE ART		
	Singapore's National Programme in Family Life Education	**Dr Ngiam Tee Liang** Senior Lecturer Department of Social Work & Psychology National University of Singapore	
	The Childcare Centre Network as a Multiple Strategy for Parent Involvement and Education	**Dr Khoo Kim Choo** Director RTRC Asia	
10.30	BREAK		*Cattleya Foyer*
10.45	PLENARY SESSION V *(cont'd)*		*Cattleya Room 1*
	Parental Involvement: The Malaysian Experience	**Mr Sayed Abdul Rahman** Director Department of Social Welfare Malaysia	
	Family Education in Rural Areas of China	**Mrs He Da Hui** Central Institute for Educational Research China	
	The Role of Traditional Parenting Practices Today	**Ms Kamariah Ismail** Consultant	
1.00 PM	LUNCH		*Mangrove Cafe*
2.30	OPEN DISCUSSION III *(cont'd)*		*Cattleya Room 1*
3.45	BREAK		*Cattleya Room 1*
4.00	OPEN DISCUSSION IV *(cont'd)*		*Cattleya Room 1*
4.30	PLENARY SESSION IV *(cont'd)*		*Cattleya Room 1*
	SUMMARY OF THE STATE OF THE ART		
5.00	END		
6.00	DINNER CRUISE ON TAI PAN		*Clifford Pier*

SATURDAY - FEBRUARY 6 '93

9.00 AM	SIMULTANEOUS WORKSHOPS II	
	LESSONS LEARNT	
	WORKSHOP A	*Cattleya Room 1*
	WORKSHOP B	*Cattleya Room 1*
	WORKSHOP C	*Cattleya Room 2*
10.30	BREAK	*Cattleya Foyer*
10.45	SIMULTANEOUS WORKSHOPS III *(cont'd)*	*Cattleya Room 1*
12.00 PM	LUNCH	*Mangrove Cafe*
1.30	PLENARY SESSION VII *(cont'd)*	*Cattleya Room 1*
	REPORT FROM WORKSHOPS	
2.30	COUNTRY WORKSHOPS I	*Cattleya Room 1*
	FUTURE PLANS: PREPARATION BY COUNTRY TEAMS	
3.30	BREAK	*Cattleya Foyer*
3.45	COUNTRY WORKSHOPS II *(cont'd)*	*Cattleya Room 1*
5.00	END	

SUNDAY FEBRUARY 7 '93

9.00 AM	PLENARY SESSION VIII		*Cattleya Room 1*
	LOOKING TO THE FUTURE: PRESENTATION OF PLANS BY INDIVIDUAL COUNTRIES		
	PANEL PRESENTATION	REPUBLIC OF KOREA	
		THAILAND	
		BANGLADESH	
10.00	BREAK		*Cattleya Foyer*
10.15	PLENARY SESSION IX *(cont'd)*		*Cattleya Room 1*
	PANEL PRESENTATION	PHILIPPINES	
		DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA	
11.00	PLENARY SESSION X *(cont'd)*		*Cattleya Room 1*
	PANEL PRESENTATION	OTHER COUNTRIES	
12.00 PM	CLOSING CEREMONY		*Cattleya Room 1*
	Observations from Participants		
	Closing Address	**Mr Cyril Dalais**	
1.30	FAREWELL LUNCH		*Mangrove Cafe*

APPENDIX B

List of Participants

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